EUROPE ENGAGE

DEVELOPING A CULTURE OF CIVIC ENGAGEMENT THROUGH SERVICE-LEARNING

WITHIN HIGHER EDUCATION IN EUROPE

Report
Set of Training and Research Resources

2016

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03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: AUSTRIA

1. **Back-ground selection criteria**

In order to identify publications, we sticked to the criteria as stated below:

- Service-Learning (and/ or community-based learning) is in the title of a publication;
- Service-Learning (and/ or community based learning) is one of keywords;
- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;
- Publications on Service-Learning are written by authors from partner countries published in other countries;
- Publications on Service-Learning are written by authors from other countries published in partner countries.

Trainers were selected based on relevant expertise and experience in Service-Learning in courses.

2. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;

- Service-Learning (and/ or community based learning) is one of keywords;

- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;

- Publications on Service-Learning are written by authors from partner countries published in other countries;

- Publications on Service-Learning are written by authors from other countries published in partner countries.

3. **Information on publication and research reports:**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
Archangeli, M. (1999). Study abroad and experiential learning in Salzburg, Austria. Foreign Language Annals, 32(1), 115-124.	English Journal article
Biberhofer, P., Rammel, C. (2017),"Transdisciplinary learning and teaching as answers to urban sustainability challenges ", International Journal of Sustainability in Higher Education, Vol. 18 Iss 1 pp. 63 - 83	English Journal article

Permanent link to this document: http://dx.doi.org/10.1108/IJSHE-04-2015-0078	
Gerholz, K.-H. & Slepcevic-Zach, P. (2015). Social Entrepreneurship Education durch Service Learning - eine Untersuchung auf Basis zweier Pilotstudien in der wirtschaftswissenschaftlichen Hochschulbildung In: Klusmeyer, J., Schlömer, T. & Stock, M. (Hrsg.): Zeitschrift für Hochschulentwicklung, Jg. 10 / Nr. 3, 91---111	German Journal article
Gerholz, K.-H. & Slepcevic-Zach, P. (2015). Service Learning in business education: What perceptions and expectations do undergraduate and graduate students have of service—learning courses? International Journal for Business Education, N.155, 47---59.	English Journal article
Pless, N. M., Maak, T., & Stahl, G. K. (2011b). Developing responsible global leaders through international service–learning programs: The Ulysses experience. The Academy of Management Learning and Education, 10(2), 237–260.	English Journal article
Schneider, R. & Woildt, J. (2009). Forschendes Lernen und Kompetenzentwicklung. In. Huber, L., Hellmer, J. & Schneider, F. (Hrsg.). Forschendes Lernen im Studium. Aktuelle Konzepte und Erfahrungen. S. 52.69. UVW Bielefeld	German Book chapter

Seid Maglajlic Denis Helic, (2012),"How do social networks influence learning outcomes? A case study in an industrial setting", Interactive Technology and Smart Education, Vol. 9 Iss 2 pp. 74 - 88 Permanent link to this document: http://dx.doi.org/10.1108/17415651211242224	English Journal article
Slepcevic---Zach, P. & Gerholz, K.---H. (2015). Service Learning – Entstehung, Wirksamkeit und konkrete Umsetzung. In: Augustin, E., Hohenwarter, M., Salmhofer, G. & Schweer, L. (Hrsg.): Theorie, die ankommt. Wege der Theorievermittlung in der Hochschullehre. Graz: Universitätsverlag, 61-76.	German Book chapter
Slepcevic-Zach, P. & Gerholz, K.-H. (2015). Service Learning – Entstehung, Wirksamkeit und konkrete Umsetzung. In E. Augustin et al. (Hrsg.), Theorie, die ankommt (S. 61-76). Graz: Leykam.	German Book chapter
Slepcevic-Zach, P., Fernandez, K. & Kienzl, L. (2015). Service Learning im Master Wirtschaftspädagogik – Umsetzung und erste Ergebnisse einer Begleitstudie. Wissenplus-Wissenschaft, 5-14/15, 50-53	German Journal article
Windrum, P., Schartinger, D., Rubalcaba, L., Gallouj, F., Toivonen, M. (2016),The cocreation of multi-agent social innovations A bridge between service and social innovation research, European Journal of Innovation Management, Vol. 19 Iss 2 pp. 150 - 166	English Journal article

| Permanent link to this document:

http://dx.doi.org/10.1108/EJIM-05-2015-0033 | |

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: BELGIUM

1. **Back-ground selection criteria**

In order to identify publications, we sticked to the criteria as stated below:

- Service-Learning (and/ or community-based learning) is in the title of a publication;
- Service-Learning (and/ or community based learning) is one of keywords;
- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;
- Publications on Service-Learning are written by authors from partner countries published in other countries;
- Publications on Service-Learning are written by authors from other countries published in partner countries.

Trainers were selected based on relevant expertise and experience in Service-Learning in courses.

2. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;

- Service-Learning (and/ or community based learning) is one of keywords;

- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;

- Publications on Service-Learning are written by authors from partner countries published in other countries;

- Publications on Service-Learning are written by authors from other countries published in partner countries.

3. **Information on publication and research reports:**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
Art, Bruno, De Maeseneer, Jan, De Roo, Leen and Willems, Sara (2007). Towards unity for health utilizing community oriënted primary care in education and practice. *Education for health.* 2007. Nr. 20 (2). 1-10. http://www.ncbi.nlm.nih.gov/pubmed/18058692	EN, research paper, Faculty of Medecine and Health Sciences, Belgium; 9 pages; Indexing/abstracting: Google Scholar. Summary in EN available (http://www.ncbi.nlm.nih.gov/pubmed/18058692)
Art, Bruno, De Maeseneer, Jan, De Roo, Leen (2008). An Interdisciplinary Community Diagnosis Experience in an Undergraduate Medical Curriculum: Development at Ghent University. *Academic medecine.* 2008. Nr. 83(7). 675-683. ISSN: 1040-2446 http://journals.lww.com/academicmedicine/Abstract/2008/07000/ An_Interdisciplinary_Community_Diagnosis.15.aspx	EN, research paper, Faculty of Medecine and Health Sciences, Belgium; 10 pages; Indexing/abstracting: Web of Science. Summary in EN available (http://journals.lww.com/academicmedicine/Abstract/2008/07000/An_Interdisciplinary_Community_Diagnosis.15.aspx)
Koole, S, Vanobbergen, J, De Visschere, L, Aper, L, Dornan, T,	EN, research paper, Faculty of Medecine and Health Sciences, Belgium; 7

| Derese, A (2012). The influence of reflection on portfolio learning in undergraduate dental education. *European Journal of Dental Education*. Nr. 17(1). 1-7. ISSN: 1396-5883 http://www.researchgate.net/publication/234030996_The_influence _of_reflection_on_portfolio_learning_in_undergraduate_dental_educ ation | pages; Indexing/abstracting: Web of Science. Summary in EN available (http://www.researchgate.net/publication/234030996_The_influence_of_refl ection_on_portfolio_learning_in_undergraduate_dental_education) |
| Claes, Ellen, Hooghe, Marc, Stolle, Dietlind (2009). The Political Socialization of Adolescents in Canada: Differential Effects of Civic Education on Visible Minorities. *CANADIAN JOURNAL OF POLITICAL SCIENCE*. Nr. 4(3). 613-636. ISSN: 0008-4239 http://journals.cambridge.org/action/displayIssue?issueId=03&volu meId=42&jid=CJP | EN, research paper, Catholic University Louvain, Department of Political Science, 23 pages, Indexing/abstracting: Web of Science. Summary in EN available

(https://apps.webofknowledge.com/full_record.do?product=UA&search_m ode=GeneralSearch&qid=2&SID=R2UgCFu1yYEkwEAWETy&page=3&d oc=21) |

4. **Information on trainers:**

| Name and surname of a trainer | Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project |
| Prof. dr. Hilde Van Keer | **Institutional affiliation:** Ghent University – Department of Educational Studies

Postion: Professor

Subject area: didactical experience and research experience on didactics |

	Language of instruction/training: English and Dutch
	Experience in Service-Learning: Reflection
Prof. dr. Jan De Maeseneer	**Institutionnel affiliation**: Ghent University
	Position: Head Department of Family Medicine and Primary Health Care
	Subject area: Family Medicine, Primary Health Care
	Type of expertise (research/ didactical/ administrative/ organizational issues):
	expertise in research on primary health care and health systems, expertise in didactics as chair of the Educational Committee of the Undergraduate Medical Education program at the Faculty of Medicine and Health Sciences of Ghent University, organizational expertise as vice-dean for Strategic Planning at the Faculty of Medicine and Health Sciences at Ghent University (Belgium); organizational expertise: chairman European Forum for Primary Care (www.euprimarycare.org), director International Centre for Primary Health Care and Family Medicine – Ghent University, WHO Collaborating Centre on PHC, chairman of the Expert Panel on Effective Ways of Investing in Health, advising the European Commission, member of the Global Forum on Innovation of Health Professional Education at the Institute of Medicine (Washington, USA), Chairman Advisory Board to the Minister of Health, Welfare and Family in the Flemish Community (Belgium).
	Languages of instruction/ training (EN/ National language/ other): Dutch/ English/French; basic

	knowledge of Spanish and German
	Short description of experience in service learning (training activities, publications, participation in project): Development of an integrated interprofessional community service learning program on "Community Oriented Primary Care", involving students from medicine (third year), social work, sociology, health promotion,… The project was described in Academic Medicine.

5. **Information on research/ curriculum development projects:**

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts. short description of outputs
Learning Network: Service-Learning	**Coordinator and partner institutions** Guillaume Tuytschaever and Katrien De Bruyn Diversity and Gender Policy Unit in coöperation with The Department of Educational Studies **Year of implementation** 2015 – 2017 (5 sessions) **Budget of the project**

	Strategic Plan funding
	Main experts
	Each session has its own experts. F.e.: about reflection in SL; Professor dr. Hilde Van Keer (Educational Studies).
	Expected outcomes
	12 teachers of diverse departments will acquire expertise in Service-Learning (best practices, implementation, …) Teachers receive funding to implement Service-Learning in a new or existing course.
Community Service Learning Event	**Coordinator and partner institutions**
	Guillaume Tuytschaever and Katrien De Bruyn
	Diversity and Gender Policy Unit in coöperation with The Department of Educational Studies
	Year of implementation
	2013
	Budget of the project
	Strategic Plan funding

	Main experts Professor dr. Jan De Maeseneer: SL-course Community Oriented Primary Care dr. Lieven De Couvreur: SL-course Cocreation dr. Sabrina Van de Velde: SL-course Coaching and guidance Katrien De Bruyn: Project leader SL Guillaume Tuytschaever: Project officer SL Professor dr. Hilde Van Keer: Project sponsor SL **Expected outcomes** Dissemination of good practices and project results. Creating awareness among SL

6. **Identification of training tools**

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.
CSL-tool	**Type of training tool:** E-learning tool to support teachers in implementing SL in new or existing courses **Author:** Guillaume Tuytschaever, Katrien De Bruyn and Hilde Van Keer

	Year of publication: 2013
	Target group: university and school teachers
	Language: Dutch
	Webpage: www.UGent.be/communityservicelearning
	No English summary

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: CROATIA

Criteria used for inclusion of publications and trainers:

Regarding the publications included in this list, the Croatian Scientific Bibliography (CROSBI) was used to retrieve these publications. It stores scientific papers published in the period from 1997 to the present, collecting all types of scientific publications in Croatia. CROSBI was searched by following keywords: "service-learning" or "community-based learning" or "community-based research" for English and "društveno korisno učenje" or "učenje zalaganjem u zajednici" for Croatian in the title, subject or keywords.

Regarding the list of trainers, all authors of the publications on service learning that were found in the first step were contacted by phone or by email. They were asked if they had performed training on S-L sometimes in the past or if they are willing to offer training on S-L in the future. None of the trainers from this list is a certified individual who offers training on S-L, since there is no institution in Croatia that would offer such certificates (S-L in Croatia is still not institutionalised on that level). But, all four trainers are university teachers who are capable and posses knowledge about S-L, while one of them offers training on S-L in Croatia since 2008.

1. **Information on publication and research reports:**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
1. Perić, Julia. Development of Universities' social responsibility through academic service learning programs // In Economy of eastern Croatia yesterday, today, tommorow, vol. 1/ Mašek, A. (ed.), Osijek, 2012. 365-375. ISBN: 978-953-253-106-0 http://www.cepor.hr/App%207-Social%20responsible%20universities_full%20paper_Julia%20Peric.pdf	EN, conference research paper, peer-review, Faculty of Economics in Osijek, Croatia; 10 pages; Indexing/ abstracting: No. Summary in EN available (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=580618)
2. Perić, Julia. Academic service learning program in the function of development of entrepreneurial behaviors of college students // In Beyond the Economic Crisis: Lessons Learned and Challenges Ahead / Mehić, Eldin, editor. Sarajevo: University of Sarajevo, School of Economics and Business, 2012. 380-391. ISBN: 978-9958-25-077-4).	EN, conference research paper, peer-review, Faculty of Economics in Osijek, Croatia; 11 pages; Indexing/ abstracting: No. Summary in EN available (http://bib.irb.hr/prikazi-

	rad?&lang=EN&rad=699600)
3. Markovina, Jerko; Miškulin, Martina; Vrabac, Katarina. Studying with Disabilities - The Case of University of Zagreb // Book of Case Studies: Service Learning Success Stories in Macedonia and Croatia / Lazarevska, Ana M ; Bilić, Ivana; Koçi, Aida (eds). Skopje: Makedonsko amerikanska alumni asocijacija, 2012. pp. 159-165. ISBN: 978-608-4700-04-3 http://www.equalaccess4pwds.org/sites/default/files/Studying%20with%20Disabilities%20-%20The%20Case%20of%20University%20of%20Zagreb.pdf.	EN, book chapter, peer-review, University of Zagreb, Croatia; 6 pages; Indexing/ abstracting: No. Summary in EN available (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=604938)
4. Haski-Leventhal, Debbie; Grönlund, Henrietta; Holmes, Kirsten; Meijs, Lucas C. P. M.; Cnaan, Ram A.; Handy, Femida; Brudney, Jeffrey; Hustinx, Lesley; Kang, Chulhee; Kassam, Meenaz; Pessi, Anne Birgitta; Ranade, Bhagyashree; Smith, Karen A., Yamauchi, Naoto; Zrinscak, Siniša. Service-Learning: Findings From a 14-Nation Study. // Journal of Nonprofit & Public Sector Marketing. 22 (2010) , 3; 161-179. ISSN: 1049-5142	EN, journal research paper, peer-review, University of Zagreb, Croatia; 18 pages; Indexing/ abstracting: PAIS International; ABI/Inform; Gale Cengage: Business ASAP; OCLC ArticleFirst & Electronic Collections Online; EBSCOhost Products. Summary in EN available (https://bib.irb.hr/prikazi-rad?lang=en&rad=480238)
5. Krumes Šimunović, Ines. Service-Learning Program at University and Its Role in Building Child-Friendly Community // Challenges in Building Child Friendly Communities Proceedings of International Conference, Zadar 2014., Croatia / Berbić-Kolar, E. et al. (eds.). Zagreb : Europe House Slavonski Brod, 2014. Str. 17-31. ISBN: 978-953-98718-6-2	EN, book chapter, peer-review, Faculty of Education, University of Osijek, Croatia; 14 pages; Indexing/ abstracting: No. Summary in EN available (http://bib.irb.hr/prikazi-rad?lang=en&rad=748544)

6. Rovan, Daria; Vizek-Vidović, Vlasta. Service Learning in the University: A case study. // Thinking classroom. 4 (2003) , 1; 14-19	EN, journal research paper, University of Zagreb, Croatia; 5 pages; Indexing/ abstracting: No. Summary in EN not available
7. Vizek-Vidović, Vlasta; Rovan, Daria. Educating for social responsibility through experiential service learning course // Teaching and Learning in Higher Education: New Trends and Innovations, 2003.	EN, poster/abstract, international peer-review, University of Zagreb, Croatia; Indexing/ abstracting: No. Summary in EN available (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=122172)
8. Keserica, Vendi; Berc, Gordana. From Violence to the Shelter – Service Learning Experience in Social Work Education in Croatia. // Proceedings 8th WSEAS International Conference on EDUCATIONAL TECHNOLOGIES (EDUTE'12) Porto, Portugal, July 1-3, 2012 / Donthon, Phillipe; Mikelić Preradović, Nives, editor(s). Porto: WSEAS Press, 2012. 158-164. ISBN: 978-1-61804-104-3 http://www.wseas.us/e-library/conferences/2012/Porto/EDUTE/EDUTE-24.pdf.	EN, conference research paper, University of Zagreb, Croatia; 6 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=666458)
9. Zloković, Jasminka; Polić, Petra. Izazovi implementacije modela učenja zalaganjem u zajednici - primjer kolegija 'Obitelj i prevencija asocijalnih oblika ponašanja" [Challenges of the Implementation of Service-Learning Model-The Case of the Course "Family and the Prevention of Antisocial Behavior".] // Život i škola. 59 (2013), 29; 102-122. hrcak.srce.hr/file/179397	CRO, journal - preliminary communication, University of Rijeka, Croatia; 20 pages; Indexing/ abstracting: MLA - Modern Language Abstracts; EBSCO; Emerald Management Reviews dabates;Ulrich Serial Analysis System; Hrčak. Summary in EN (http://hrcak.srce.hr/index.ph

	p?show=clanak&id_clanak_jezi k=179398&lang=en)
10. Ćulum, Bojana; Ledić, Jasminka. Civilna misija sveučilišta: element u tragovima? [University Civic Mission: An Element in Traces?] Rijeka : Filozofski fakultet u Rijeci, 2010. ISBN: 978-953-6104-74-1	CRO, monograph, University of Rijeka, Croatia; 128 pages; Indexing/ abstracting: NO. Project which is connected with publication: *University and its Community in the Context of European Integration Processes* *(009-0000000-0931*) Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=498356)
11. Ćulum, Bojana; Ledić, Jasminka. Sveučilišni nastavnici i civilna misija sveučilišta. [Academics and University Civic Mission]. Rijeka: Filozofski fakultet u Rijeci. 2011. ISBN: 978-953-6104-80-2	CRO, monograph, University of Rijeka, Croatia; 203 pages; Indexing/ abstracting: NO. Project which is connected with publication: *University and its Community in the Context of European Integration Processes* *(009-0000000-0931*) Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=612027)
12. Ćulum, Bojana; Ledić, Jasminka. Učenje zalaganjem u zajednici – integracija viskoškolske nastave i zajednice u procesu obrazovanja društveno odgovornih i aktivnih građana. [The Integration of Higher Education and the Community in the Proccess of the Education of Socially Responsible and Active Citizens.] Revija za socijalnu	CRO, journal review article, University of Rijeka, Croatia; 17 pages; Indexing/

politiku. 17 (2010), 1; 71-88. http://www.academia.edu/1334563/%C4%86ulum_B._Ledi%C4%87_J._2010_._U%C4%8Denje_zalaganjem_u_ zajednici_integracija_visko%C5%A1kolske_nastave_i_zajednice_u_procesu_obrazovanja_dru%C5%A1tveno_odg ovornih_i_aktivnih_gra%C4%91ana._Revija_za_socijalnu_politiku_17_1_71-88	abstracting: Francis;Geobase;International Bibliography of the Social Sciences (IBSS);Social Services Abstracts;Social Work Abstracts;Sociological Abstracts;Worldwide Political Science Abstracts;Social care Online;Social Work Abstracts Plus;Scopus;SocIndex;Director y of Open Access Journals;Social Science Citation Index;Social Scisearch;Journal Citation Reports/Social Sciences Edition. Project which is connected with publication: *University and its Community in the Context of European Integration Processes* *(009-0000000-0931*) Summary in EN not available.
13. Ćulum, B., Jelenc, L. (2015). Učenje zalaganjem u zajednici. [Community Engaged Learning – models, experiences and guidelines for integration]. Rijeka: University of Rijeka. ISBN 978-953-7720-20-9 https://drive.google.com/file/d/0BzZD0yoikcCsMUswcEFUeFJOWEU/view	CRO, manual, University of Rijeka, Croatia; 81 pages; Indexing/ abstracting: No. Summary in EN not available.
14. Ćulum, B. (2015). Academics and Service to the Community: An International (European) Perspective. In: Cummings, William K. and Teichler, Ulrich (Eds.) (2015), The Relevance of Academic Work. Dordrecht: Springer. ISBN: 978-3-319-11766-9	EN, book chapter, international peer-review, University of Rijeka, Croatia;

	Indexing/ abstracting: No. Summary in EN available (http://link.springer.com/chapter/10.1007%2F978-3-319-11767-6_9)
15. Ćulum, B., Turk, M., Ledić, J. (2015). Academics and Community Engagement: Comparative Perspective From Three European Countries. In: Fumasoli, Tatiana; Goastellec, Gaele and Kehm, Barbara (Eds.), Academic Careers in Europe - Trends, Challenges, Perspectives (pp. 133-150). Dordrecht: Springer. ISBN: 978-3-319-10719-6	EN, book chapter, international peer-review, University of Rijeka, Croatia; Indexing/ abstracting: No. Summary in EN available (http://bib.irb.hr/prikazi-rad?&rad=733670)
16. Ćulum, B. (2014). Croatian Academics and University Civic Mission Integration: Possibilities and Constraints. In: Branković, Jelena; Klemenčić, Manja; Lažetić, Predrag and Zgaga, Pavel (Eds.), Global Challenges, Local responses in Higher Education. (pp. 59-79). Dordrecht: Sense. ISBN: 978-94-6209-581-6	EN, book chapter, international peer-review, University of Rijeka, Croatia; Indexing/ abstracting: No. Summary in EN available (http://link.springer.com/chapter/10.1007%2F978-94-6209-581-6_4)
17. Ćulum, B., Rončević, N., Ledić, J. (2013). The Academic Profession and The Role of Service Function. In: Teichler, Ulrich: Hohle, Ester A. (Eds.), Work Situations, Views and Activities of the Academic Profession: Findings of a Survey in Twelve European Countries. (pp. 137-158). Dordrecht: Springer. ISBN: 978-94-007-5976-3	EN, book chapter, international peer-review, University of Rijeka, Croatia; Indexing/ abstracting: No. Summary in EN available (http://link.springer.com/chapter/10.1007%2F978-94-007-5977-0_7)

18. Ćulum, B., Rončević, N., Ledić, J. (2013). Facing New Expectations – Integration of Third Mission Activities into the University. In: Kehm, Barbara M.; Teichler, Ulrich (Eds.), The Academic Profession in Europe: New Tasks and New Challenges. (pp. 163-196). Dordrecht: Springer. ISBN: 978-94-007-4614-5	EN, book chapter, international peer-review, University of Rijeka, Croatia; Indexing/ abstracting: No. Summary in EN available (http://bib.irb.hr/prikazi-rad?&rad=612013)
19. Ćulum, B. (2012). Izazovi treće misije sveučilišta. In: Jasminka Ledić (ed.), Promjene u akademskoj profesiji: Odgovor na izazove u društvu? (pp. 23-39). Filozofski fakultet u Rijeci. (Published in Croatian; translated title: Challenges of University Third Mission, In: Ledić, Jasminka (Ed.), Changes in Academic Profession: Responses to Societal Challenges? (pp. 23-39). Rijeka: Faculty of Humanities and Social Sciences)	CRO, book chapter, University of Rijeka, Croatia; Indexing/ abstracting: No. Summary in EN not available
20. Ćulum, B., Ledić, J., Rončević, N. (2012). Sveučilišni nastavnici i zalaganje u zajednici. U: Jasminka Ledić (ur.), Promjene u akademskoj profesiji: Odgovor na izazove u društvu? (str 53-90). Filozofski fakultet u Rijeci. (Published in Croatian; translated title: Academics and Community Engagement, In: Ledić, Jasminka (Ed.), Changes in Academic Profession: Responses to Societal Challenges? (pp. 53-90). Rijeka: Faculty of Humanities and Social Sciences)	CRO, book chapter, University of Rijeka, Croatia; Indexing/ abstracting: No. Summary in EN not available
21. Ćulum, B., Turk, M. Ledić, J. (2012). Akademska profesija i doprinos razvoju zajednice i društva U: Jasminka Ledić (ur.), Promjene u akademskoj profesiji: Odgovor na izazove u društvu? (str. 113-142). Filozofski fakultet u Rijeci. (Published in Croatian; translated title: Academic Profession and Its Contributions to Local Community and Society, In: Ledić, Jasminka (Ed.), Changes in Academic Profession: Responses to Societal Challenges? (pp. 113-142). Rijeka: Faculty of Humanities and Social Sciences)	CRO, book chapter, University of Rijeka, Croatia; Indexing/ abstracting: No. Summary in EN not available
22. Ledić, J.; Ćulum, B.; Nuždić, S.; Jančec, L. (2008). What Role Do Croatian Higher Institution Play? A study on University Civic Mission. Proceedings of the 4th International Barcelona Conference on Higher Education, Vol. 8. Higher education and citizenship, participation and democracy.	EN, conference research paper, University of Rijeka, Croatia; 24 pages; Indexing/ abstracting: No. Summary in EN (http://files.eric.ed.gov/fulltex

t/ED525692.pdf.)	
23. Mikelić Preradović, Nives; Miličić, Dolores, Đuričić, Petra. A Model of Service Learning and Outreach for Primary Education through Museums. International Journal of Education and Information Technologies. 8 (2014), pp. 48-55. ISSN: 2074-1316 http://www.naun.org/main/NAUN/educationinformation/2014/a122008-128.pdf	EN, journal research paper, University of Zagreb, Croatia; 8 pages; Indexing/ abstracting: Google Scholar. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=685458)
24. Mikelić Preradović, Nives; Kišiček, Sanja; Boras, Damir. Service Learning in a Croatian University: A Possibility for Effective Partnership with Community Stakeholders. In Boufoy-Bastick, Beatrice (ed.) The International Handbook of Cultures of Education Policy (Volume One): Comparative International Issues in Policy-Outcome Relationships – Achievement with Family and Community Involvement, Strasbourg, France: Analytrics, 2013, pp. 495-520. ISBN: 979-10-90365-03-2 http://www.analytrics.org/Documents/Policy%20VOL1%20numbered.pdf	EN, book chapter, University of Zagreb, Croatia; 25 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=716408)
25. Lenić, Marija; Kustura, Anita; Jurković, Ida; Mikelić Preradović, Nives. Students for Seniors: Basic ICT Education for the Elderly. INFuture2013: Information Governance.4 (2013), pp. 249-256. ISSN: 1847-8220 http://hnk.ffzg.hr/bibl/InFuture2013/PDF/07%20Interdisciplinary%20Education/7-04%20Lenic,%20Kustura,%20Jurkovic,%20Mikelic%20Preradovic,%20Students%20for%20Seniors.pdf	EN, journal research paper, University of Zagreb, Croatia; 7 pages; Indexing/ abstracting: Google Scholar. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=653748)
26. Bingula, Mihaela; Matić, Andrea; Varga, Vanesa; Mikelić Preradović, Nives. Facebook: The Good, the Bad or the Ugly?. INFuture2013: Information Governance. 4 (2013), pp. 105-115. ISSN: 1847-8220 http://infoz.ffzg.hr/INFuture/2013/papers/3-02%20Bingula,%20Matic,%20Varga,%20Mikelic%20Preradovic,%20Facebook%20-%20The%20Good,%20the%20Bad%20or%20the%20Ugly.pdf	EN, journal research paper, University of Zagreb, Croatia; 10 pages; Indexing/ abstracting: Google Scholar. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=653752)
27. Mikelić Preradović, Nives; Lauc, Tomislava; Boras, Damir. Social Implications of Service e-Learning in Primary	EN, conference research

Education. In Dondon, P., Mikelić Preradović, N (eds.) Technology Innovations in Education. Porto, 2012, pp. 76-81. ISBN: 978-1-61804-104-3 http://www.wseas.us/e-library/conferences/2012/Porto/EDUTE/EDUTE-10.pdf	paper, University of Zagreb, Croatia; 5 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=598976)
28. Mikelić Preradović, Nives; Lauc, Tomislava; Boras, Damir. Service e-Learning in Elementary School: Opportunities for Learning, Teaching and Communicating in Social Space. International journal of education and information technologies. 6 (2012), pp. 327-335. ISSN: 2074-1316 http://www.naun.org/multimedia/NAUN/educationinformation/16-496.pdf	EN, journal research paper, University of Zagreb, Croatia; 8 pages; Indexing/ abstracting: Google Scholar. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=608084)
29. Mikelić Preradović, Nives; Posavec, Kristina; Boras, Damir. Study Abroad and Service Learning Assisting Students in Learning Croatian Language. International Journal of Education and Information Technologies. 6 (2012), pp. 336-344. ISSN: 2074-1316 http://www.naun.org/wseas/cms.action?id=3038	EN, journal research paper, University of Zagreb, Croatia; 8 pages; Indexing/ abstracting: Google Scholar. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=608081)
30. Nives Mikelić Preradović, Nives; Boras, Damir; Lauc, Tomislava. Innovation at the Faculty-level Education through Service Learning. World Academy of Science, Engineering and Technology, International Science Index 71, 6(11), pp. 622-627. ISSN: 1307-6892 http://waset.org/publications/1083/innovation-at-the-faculty-level-education-through-service-learning	EN, journal research paper, University of Zagreb, Croatia; 5 pages; Indexing/ abstracting: Google Scholar. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=652922)
31. Mandić, Ana; Bakarić, Ana; Mikelić Preradović, Nives. Service e-Learning Project: State Graduation Online Demo Exam. In Billinness, C. et al (eds). The Future of Information Sciences: INFuture2011 - Information Sciences and e-society. Zagreb: Faculty of Humanites and Social Sciences, 2011, pp. 235-243. ISBN: 978-953-175-408-8	EN, book chapter, University of Zagreb, Croatia; 8 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-

	rad?&lang=EN&rad=551843)
32. Mikelić Preradović, Nives. Service Learning in Croatia and the region: progress, obstacles and solutions. Journal of the Washington Academy of Sciences. 97 (2011), 4; 33-48. ISSN: 0043-0439 http://www.washacadsci.org/Journal/Journalarticles/V.97-4-service_learning_in_Croatia.pdf	EN, journal research paper, University of Zagreb, Croatia; 15 pages; Indexing/ abstracting: Google Scholar. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=583143)
33. Mikelić Preradović, Nives; Kisicek, Sanja; Boras, Damir. Evaluation of Service learning in ICT curriculum. In Tchibozo, G. (ed). Proceedings of the 2nd Paris International Conference on Education, Economy and Society, Vol. 3. Strasbourg (France), 2010. pp. 55-66. ISBN: 9782953384284	EN, book chapter, University of Zagreb, Croatia; 11 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=478940)
34. Mikelić Preradović, Nives. Učenjem do društva znanja: teorija i praksa društveno korisnog učenja [Learning for the Knowledge Society: service learning theory and practice]. Zagreb: Zavod za informacijske studije Odsjeka za informacijske znanosti Filozofskog fakulteta Sveucilista u Zagrebu, 2009 (handbook). ISBN: 978-953-175-338-8	CRO, monograph, University of Zagreb, Croatia; 163 pages; Indexing/ abstracting: No. Summary in EN not available.
35. Jelenc, Lara; Mikelić Preradović, Nives; Mujevic, Denisa. Implementing Model of Service Learning in Teaching Strategic Management Course. In Galetic, L. et al. (ed). 4th International Conference An Enterprise Odyssey: Tourism - Governance and Entrepreneurship. Zagreb: Ekonomski fakultet, 2008, pp. 381-393. ISBN: ISBN: 953-6025-23-X	EN, conference research paper, University of Rijeka, Croatia; 12 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=359109)
36. Matic, Sanja; Mikelić Preradović, Nives; Boras, Damir. Service learning in Zagreb University: how far have we gone? In Cicin-Sain, M., Turcic Prstacic, I., Sluganovic, I., Uroda, I. (eds). Mipro Proceedings Vol. Iv. Ce	EN, conference research paper, University of Zagreb,

Computers EDUCATION Zagreb: 2008, pp. 25-30. ISBN: 978-953-233-039-7	Croatia; 6 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=360880)
37. Basrak, Bojan; Matic, Sanja; Mikelić Preradović, Nives. Service Learning in Information Sciences: Web for the Blind. In Bawden, David et al. (eds). The Future of Information Sciences: INFuture2007-Digital Information and Heritage. Zagreb: 2007, pp. 501-507. ISBN: 78-953-175-305-0 http://infoz.ffzg.hr/INFuture/2007/pdf/7-05%20Basrak%20&%20Matic%20&%20Preradovic,%20Service%20Learning%20in%20Information%20Science.pdf.	EN, book chapter, University of Zagreb, Croatia; 7 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=324297)
38. Mikelić Preradović, Nives; Tudman, Miroslav, Matic, Sanja. Promotion of knowledge society through service learning. The Journal of Quality in Education 1 (2010). ISSN: 2028-1897. http://journal.amaquen.com/index.php/JQE/article/view/6	EN, journal research paper, University of Zagreb, Croatia; 9 pages; Indexing/ abstracting: Google Scholar. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=785165)
39. Mikelić, Nives; Boras, Damir. Service learning: can our students learn how to become a successful student? In Budin, L. et al. (eds). Proceedings of the 28th International Conference on Information Technology Interfaces. Zagreb: SRCE, 2006. pp. 651-657. ISBN: 953-7138-05-4 http://hnk.ffzg.hr/bibl/iti2006/106%20ICT%20in%20Higher%20Education/106-5-147-252.pdf.	EN, conference research paper, University of Zagreb, Croatia; 5 pages; Indexing/ abstracting: No. Summary in EN (http://bib.irb.hr/prikazi-rad?&lang=EN&rad=260836)

2. **Information on trainers:**

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project
1. Nives Mikelić Preradović	**Institutional affiliation & position:** University of Zagreb, Faculty of Humanities and Social Sciences in Zagreb (Croatia), Associate Professor **Subject area:** Information and Communication Sciences **Type of expertise:** research and didactical expertise **Language of instruction** – CRO, EN. **Training activities:** Service Learning Workshops: 1. „Service learning in primary, secondary and higher education", workshop presented at Faculty of Humanities and Social Sciences, University of Zagreb, Croatia, February, 2014. 2. "Faculties, schools and school libraries in action - introduction to service learning", workshop presented at Faculty of Humanities and Social Sciences, University of Zagreb, Croatia, February, 2010. 3. "Service learning and knowledge: successful projects in the Faculty of Humanities and Social Sciences in Zagreb", workshop presented at the JFDP Regional Conference: "Teaching methods and Techniques at the Universities in South Eastern Europe" in Zagreb, March 2009 4. "Service Learning: a cutting-edge teaching and learning methodology embracing social action with critical inquiry and classroom work", workshop presented at the conference "Beyond Frontiers 2020: Anticipating Security and Defence Challenges, Opportunities and Dilemmas in Western Balkan", Belgrade, Serbia, 2009. 5. "Service learning in secondary schools", workshop presented to the members of the Karlovac County Council of Teachers Of English, Karlovac, March, 2008 6. "Service learning in the social sciences and humanities" workshop presented to the faculty members of

the University of Rijeka and representatives of the Association for the Development of Higher Education "Universitas", February, 2008

7. "Introduction to Community-Based Service Learning" workshop, presented at Faculty of Humanities and Social Sciences, University of Zagreb, Croatia, February, 2008. (funded by EUR/ACE Democracy Outreach/Alumni Fund

Participation in projects on SL:

2013 "*Strengthening Self-employment Capabilities and Capacities Through International Service Learning Projects"*, partnered with University of Louisville (USA), funded by the U.S. Department of State

2014-2016 *"Europe Engage – Developing a Culture of Civic Engagement through Service-Learning*

within Higher Education in Europe", Erasmus+ KA2 Strategic Partnerships Project funded by EU

Mentoring of graduate students:

1. Ana Pavlek. *Suradnja škole, školske i narodne knjižnice na projektu društveno korisnog učenja* [Cooperation between schools, school libraries and public libraries in the service learning project]. Graduate thesis.
2. Roglić, Marija. *Društveno korisno učenje kao model za poticanje društvenog poduzetništva* (Service learning as a model for the promotion of social entrepreneurship). Graduate thesis.

Publication on SL:

1. Mikelić Preradović, Nives; Miličić, Dolores, Đuričić, Petra. A Model of Service Learning and Outreach for Primary Education through Museums. *International Journal of Education and Information Technologies. 8 (2014),* pp. 48-55.
2. Mikelić Preradović, Nives; Kišiček, Sanja; Boras, Damir. Service Learning in a Croatian University: A Possibility for Effective Partnership with Community Stakeholders . In Boufoy-Bastick, Beatrice (ed.) *The International Handbook of Cultures of Education Policy (Volume One): Comparative International Issues in Policy-*

Outcome Relationships – Achievement with Family and Community Involvement, Strasbourg, France: Analytrics, 2013, pp. 495-520.

3. Lenić, Marija; Kustura, Anita; Jurković, Ida; Mikelić Preradović, Nives. Students for Seniors: Basic ICT Education for the Elderly. *INFuture2013: Information Governance.4 (2013),* pp. 249-256.

4. Bingula, Mihaela; Matić, Andrea; Varga, Vanesa; Mikelić Preradović, Nives. Facebook: The Good, the Bad or the Ugly?. *INFuture2013: Information Governance. 4 (2013),* pp. 105-115

5. Mikelić Preradović, Nives; Lauc, Tomislava; Boras, Damir. Social Implications of Service e-Learning in Primary Education. In Dondon, P., Mikelić Preradović, N (eds.) *Technology Innovations in Education.* Porto, 2012, pp. 76-81.

6. Mikelić Preradović, Nives; Lauc, Tomislava; Boras, Damir. Service e-Learning in Elementary School: Opportunities for Learning, Teaching and Communicating in Social Space. *International journal of education and information technologies. 6 (2012),* pp. 327-335.

7. Mikelić Preradović, Nives; Posavec, Kristina; Boras, Damir. Study Abroad and Service Learning Assisting Students in Learning Croatian Language. *International Journal of Education and Information Technologies. 6 (2012),* pp. 336-344.

8. Nives Mikelić Preradović, Nives; Boras, Damir; Lauc, Tomislava. Innovation at the Faculty-level Education through Service Learning. *World Academy of Science, Engineering and Technology Journal. 71 (2012),* pp. 622-627.

9. Mandić, Ana; Bakarić, Ana; Mikelić Preradović, Nives. Service e-Learning Project: State Graduation Online Demo Exam In Billinness, C. et al (eds). *The Future of Information Sciences: INFuture2011 - Information Sciences and e-society. Zagreb: Faculty of Humanites and Social Sciences, 2011,* pp. 235-243.

10. Mikelić Preradović, Nives. Service Learning in Croatia and the region: progress, obstacles and solutions. *Journal of the Washington Academy of Sciences. 97 (2011),* 4; 33-48.S

11. Mikelić Preradović, Nives; Kisicek, Sanja; Boras, Damir. Evaluation of Service learning in ICT curriculum. In Tchibozo, G. (ed). *Proceedings of the 2nd Paris International Conference on Education, Economy and Society, Vol. 3.* Strasbourg (France), 2010. pp. 55-66.

12. Mikelić Preradović, Nives. *Učenjem do društva znanja: teorija i praksa društveno korisnog učenja* [Learning for the Knowledge Society: service learning theory and practice]. Zagreb: Zavod za informacijske studije Odsjeka za informacijske znanosti Filozofskog fakulteta Sveucilista u Zagrebu, 2009 (coursebook).

13. Jelenc, Lara; Mikelić Preradović, Nives; Mujevic, Denisa. Implementing Model of Service Learning in

	Teaching Strategic Management Course. In Galetic, L. et al. (ed). *4th International Conference An Enterprise Odyssey: Tourism - Governance and Entrepreneurship.* Zagreb: Ekonomski fakultet, 2008, pp. 381-393.
	14. Matic, Sanja; Mikelić Preradović, Nives; Boras, Damir. Service learning in Zagreb University: how far have we gone? In Cicin-Sain, M., Turcic Prstacic, I., Sluganovic, I., Uroda, I. (eds). *Mipro Proceedings Vol. Iv. Ce Computers* EDUCATION Zagreb: 2008, pp. 25-30.
	15. Basrak, Bojan; Matic, Sanja; Mikelić Preradović, Nives. Service Learning in Information Sciences: Web for the Blind. In Bawden, David et al. (eds). *The Future of Information Sciences: INFuture2007-Digital Information and Heritage.* Zagreb: 2007, pp. 501-507.
	16. Mikelić Preradović, Nives; Tudman, Miroslav, Matic, Sanja. Promotion of knowledge society through service learning. In *Proceedings of the 4th International Congress of Quality Management in the Systems of Education and Training.* Casablanca, Morocco: 2007.
	17. Mikelić, Nives; Boras, Damir. Service learning: can our students learn how to become a successful student? In Budin, L. et al. (eds). *Proceedings of the 28th International Conference on Information Technology Interfaces.* Zagreb: SRCE, 2006. pp. 651-657.
2. Koraljka Modić Stanke	**Institutional affiliation & position:** University of Zagreb, Faculty of Humanities and Social Sciences in Zagreb (Croatia), research and teaching assistant **Subject area:** Psychology **Type of expertise:** research and didactical expertise **Language of instruction** – CRO, ENG. **Participation in projects on SL:** **2014-2016** *"Europe Engage – Developing a Culture of Civic Engagement through Service-Learning* *within Higher Education in Europe",* Erasmus+ KA2 Strategic Partnerships Project funded by EU

	SL course: 2014 – currently: Psychology of adoption (mentored 5 SL projects; cooperated with 4 community partners)
3. Bojana Ćulum	**Institutional affiliation & position:** University of Rijeka, Faculty of Humanities and Social Sciences in Rijeka (Croatia), Assistant Professor **Subject area:** Pedagogy **Type of expertise:** research and didactical expertise **Language of instruction** – CRO, EN. **Participation in projects on SL:** Research projects - *2015 - 2017: Community Based Learning: Narratives on Transforming Academic Identities,* principal inversitigator (Portland State University, Portland, OR, USA; Fulbright Visiting Scholar), - 2009 - 2012: *Academic professions and social expectations: challenges for university civic mission*; part of a collaborative research project "The Academic Profession in Europe: Responses to Societal Challenges" (EUROAC) of EUROCORES program "Funding initiative in the field of Higher Education and Social Change (EuroHESC)", European Science Foundation (ESF). - 2007-2012: *University and its Community in the Context of European Integration Processes*, funded by the Croatian Ministry of Science, Education and Sports

Community projects:

- "Community Engaged Learning - Linking Students and Community", project leader, University of Rijeka (2012-2015)

- "Unleashing Potentials - Volunteering Empowering People and Communities", Croatian Youth Network and University of Rijeka, EU Program, IPA (2013-2014)

- "Volunteer Centers: link between young people and their employability", associate; Association for Civil Society Development SMART; EU Program, IPA (2011-2012)
- "Inclusive volunteering - a way to integration and improved employability", associate; Volunteer Center Osijek; EU Program, IPA (2011-2012)
- "Developing a framework for volunteering", associate; Association for Civil Society Development SMART (CARDS 2004, 2007 - 2009)
- „Students volunteer – encouraging social responsibility among the student population"; associate; the Foundation of the University of Rijeka (2007-2008)
- "Volunteering as a link between the universities and public institutions", associate, Volunteer Center Zagreb (2007-2008)
- "Volunteer Center in the Community"; project manager in Primorsko-goranska County, Association for Civil Society Development SMART, 2005 - 2007.
- "Involvement of citizens in civic initiatives in the community through volunteer work"; project Manager of the Association for Civil Society Development - SMART; 2006.
- "Local Initiatives Development - CroNGO and Community Partnership Program", AED / USAID, SMART, 2004 - 2006., program assistant / associate
- Local Initiatives Development – CroNGO Small Grants Program, AED/USAID, SMART, 2002 -2004 – technical support, project monitoring and evaluation

Publication on SL:

1. Ćulum, B., Jelenc, L. (2015). Community Engaged Learning – models, experiences and guidelines for integration, Rijeka: University of Rijeka.

2. Ćulum, B. (2015). Academics and Service to the Community: An International (European) Perspective. In: Cummings, William K. and Teichler, Ulrich (Eds.) (2015), *The Relevance of Academic Work*. Dordrecht: Springer.

3. Ćulum, B., Turk, M., Ledić, J. (2015). Academics and Community Engagement: Comparative Perspective From Three European Countries. In*:* Fumasoli, Tatiana; Goastellec, Gaele and Kehm, Barbara (Eds.), *Academic Careers in Europe - Trends, Challenges, Perspectives* (pp. 133-150). Dordrecht: Springer.

4. Ćulum, B. (2014). Croatian Academics and University Civic Mission Integration: Possibilities and Constraints. In: Branković, Jelena; Klemenčić, Manja; Lažetić, Predrag and Zgaga, Pavel (Eds.), *Global Challenges, Local responses in Higher Education.* (pp. 59-79). Dordrecht: Sense.

5. Ćulum, B., Rončević, N., Ledić, J. (2013). The Academic Profession and The Role of Service Function. In: Teichler, Ulrich: Hohle, Ester A. (Eds.), *Work Situations, Views and Activities of the Academic Profession: Findings of a Survey in Twelve European Countries.* (pp. 137-158). Dordrecht: Springer.

6. Ćulum, B., Rončević, N., Ledić, J. (2013). Facing New Expectations – Integration of Third Mission Activities into the University. In: Kehm, Barbara M.; Teichler, Ulrich (Eds.), *The Academic Profession in Europe: New Tasks and New Challenges.* (pp. 163-196). Dordrecht: Springer.

7. Ćulum, B. (2012). Izazovi treće misije sveučilišta. U: Jasminka Ledić (ur.), *Promjene u akademskoj profesiji: Odgovor na izazove u društvu?* (str. 23-39). Filozofski fakultet u Rijeci. (Published in Croatian; translated title: Challenges of University Third Mission, In: Ledić, Jasminka (Ed.), *Changes in Academic Profession: Responses to Societal Challenges?* (pp. 23-39). Rijeka: Faculty of Humanities and Social Sciences)

8. Ćulum, B., Ledić, J., Rončević, N. (2012). Sveučilišni nastavnici i zalaganje u zajednici. U: Jasminka Ledić (ur.), *Promjene u akademskoj profesiji: Odgovor na izazove u društvu?* (str 53-90). Filozofski fakultet u Rijeci. (Published in Croatian; translated title: Academics and Community Engagement, In: Ledić, Jasminka (Ed.), *Changes in Academic Profession: Responses to Societal Challenges?* (pp. 53-90). Rijeka: Faculty of Humanities and Social Sciences)

9. Ćulum, B., Turk, M. Ledić, J. (2012). Akademska profesija i doprinos razvoju zajednice i društva U: Jasminka Ledić (ur.), *Promjene u akademskoj profesiji: Odgovor na izazove u društvu?* (str. 113-142). Filozofski fakultet u Rijeci. (Published in Croatian; translated title: Academic Profession and Its Contributions to Local Community and Society, In: Ledić, Jasminka (Ed.), *Changes in Academic Profession: Responses to Societal*

Challenges? (pp. 113-142). Rijeka: Faculty of Humanities and Social Sciences)

10. Ćulum, B., Ledić, J. (2011). Sveučilišni nastavnici i civilna misija sveučilišta. Rijeka: Filozofski fakultet u Rijeci. [Academics and University Civic Mission]

11. Ćulum, B., Ledić, J. (2010). Civilna misija sveučilišta: element u tragovima, Rijeka: Filozofski falultet u Rijeci. [University Civic Mission: An Element In Traces]

12. Ćulum, B., Ledić, J. (2010). Učenje zalaganjem u zajednici – integracija visokoškolske nastave i zajednice u procesu obrazovanja društveno odgovornih i aktivnih građana. *Revija za socijalnu politiku, 17(1):71-88.* [Service-Learning –The Integration of Higher Education and the Community in the Process of the Education of Socially Responsible and Active Citizens]

13. Ledić, J., Ćulum, B. (2009). Koncepcije građanina i građanske kompetencije – implikacije za obrazovne programe. (U: Zbornik radova 4. međunarodne konferencije Neformalno obrazovanje i informalno učenje odraslih, Šibenik, 29.-31. svibnja 2009., Hrvatsko andragoško društvo, Zagreb, str. 45-56). Published in Croatian; translated: Citizenship Conceptions and Competences – Implications for Curricula Development; *Proceedings of the 4th International Conference Informal Education and Adult People Learning.* Zagreb: Croatian Association for Adult Education.

14. Ledić, J.; Ćulum, B.; Nuždić, S.; Jančec, L. (2008). What Role Do Croatian Higher Institution Play? A study on University Civic Mission. *Proceedings of the 4th International Barcelona Conference on Higher Education, Vol. 8. Higher education and citizenship, participation and democracy.*

15. Ćulum, B. (2008). *Zašto i kako vrednovati volontiranje?* Zagreb: Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti. [*Why and How to Evaluate Volunteering Contributions?*] Zagreb: Ministry of Family, War Veterans and Intergenerational Solidarity)

16. Ćulum, B. (2007). Hrvatska sveučilišta u promociji volonterstva – primjeri koje treba slijediti. U: Ledić, Jasminka (ur.), (2007). *Volontiranje je cool: Društveno odgovorno Sveučilište – poticatelj kulture volontiranja.* Rijeka: Zaklada Sveučilišta u Rijeci. (Published in Croatian, translated title: Croatian Universities in Volunteering Promotion – success stories to follow. In: Ledić, Jasminka (Ed.), (2007). *Volunteering is Cool: Socially Responsible University – An Agent for Volunteering Culture Promotion,* Rijeka: Foundation of University of Rijeka)

4. Lara Jelenc	**Institutional affiliation & position:** University of Rijeka, Faculty of Economics, Associate Professor
	Subject area: Strategic Management, Market Research, Promotion, Quality Management
	Type of expertise: practice service learning continuously since 2007/2008. with undergraduate and graduate students on four different courses that she teaches. Over 100 partners in community both profit and profit sector. Research and publication about service learning experience and methodology.
	Language of instruction – Croatian and English language.
	Participation in projects on SL:
	Enrolled in University project for promoting service learning methodology. Created a web site **zalaganjeuzajednici.uniri.hr**, video presenting how does work with students during one semester look like and Manual for teachers introducing service learning methodology, explaining how it might work for profit and non-profit partners and review of the whole process.
	Training activities: within this project we created manual with suggested training services.
	Publication on SL:
	1. **Research article**- Jelenc, Lara; Mikelić Preradović, Nives; Mujević, Denisa. Implementing Model of Service Learning in Teaching Strategic Management Course // *4th International Conference An Enterprise Odyssey : Tourism - Governance and Entrepreneurship* / Galetić, Lovorka ; Čavlek Nevenka (ed.). Zagreb : Ekonomski fakultet, 2008. 381-393
	2. **Manual**- Ćulum, Bojana: Jelenc, Lara. Učenje zalaganjem u zajednici . Rijeka : Sveučilište u Rijeci, zalaganjeuzajednici.uniri.hr, 978-953-7720-20-9, 2015.
	3. **Research article**: Hanza, P., Jelenc, L. (in press) What have we learned- Service learning experiences

3. **Information on research/ curriculum development projects:**

Title of project	Coordinator and partner institutions; year of implementation; programme or financing institution; budget of the project (if information available); website address; main experts; short description of outputs
Project *Equal Access through Sevice Learning for Persons with Disabilities*	**Coordinator and partner institutions** Macedonian American Alumni Association (MAAA), Ss.Cyril and Methodius University in Skopje, Macedonia, South East European University (SEEU), Goce Delcev University in Stip Macedonia, Faculty of Economics University of Split Croatia, Faculty of Agriculture University of Zagreb Croatia, Faculty of Political Sciences and Diplomacy Macedonia, The Association of Students and Youth with Disability, Skopje (ASYD), Mobility Challenge Macedonia, Peace Corps Macedonia, Ministry of Education and Science of Macedonia, Ministry of Labour and Social Policies of Macedonia, Macedonian National Broadcast **Year of implementation: 2011-2012** **Programme or financing institution:** U.S. Department of State through the Alumni Engagement Innovation Fund (AEIF); https://alumni.state.gov/aeif/ **Website address:** http://www.equalaccess4pwds.org/ **Main experts:** Ana Momcilo Lazarevska (Macedonia), Ivana Bilic (Faculty of Economics, University of Split, Croatia), Jerko Markovina (Faculty of Agriculture, University of Zagreb, Croatia) **Short description of outputs:** • 13 teams conducted Status-quo analyses to provide input on where actions are necessary and what educational institutions should be regarded as potential CS during the project implementation.

	- Six workshops were organized towards the realization of the main project goal - use service-learning to tackle problems relating to raising awareness of and correct stereotypes about Persons with Disabilities (PwDs), and - enabling, promoting and guaranteeing equal rights of PwDs in line with the UN Convention on the rights of PwDs. - a book of Service Learning Case Studies: Success Stories in Macedonia and Croatia was published (http://www.equalaccess4pwds.org/sites/default/files/Book_of_CS_ENG_to%20print.pdf) - two guidelines for faculty/students were prepared and published in English, Macedonian, Croatian and Albanian: *Correct attitude towards persons with disabilities or limited abilities in higher education* (http://www.equalaccess4pwds.org/sites/default/files/Guide_PwDs_ENG.pdf) and *Effective introduction and implementation of service-learning in higher education* (http://www.equalaccess4pwds.org/sites/default/files/Guide_SL_ENG-1.pdf). - a public awareness campaign was conducted (Workshops in the kindergartens in the period of May 29th till June 5th 2012; Public Awareness Multimedia Event in front of the plateau of Mother Theresa in Skopje, held on June 8th 2012; Public Awareness Multimedia Event at main square Macedonia in Skopje held on September 20th 2012)

4. **Identification of training tools**

Title of a training tool	Type of training tool (course/ set of lectures/ PowerPoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.
1. Akademski service-learning: priručnik za nastavnike [Croatian translation of the book " Academic Service Learning- Faculty Development Manual"	**Type of tool:** An instruction guide for professors on how and why to adapt service learning into class curriculum. Includes discussion of issues raised by service-learning. **Author/ Publisher:** Kathleen Stacey, Dale L. Rice, and Georgea Langer, published by Eastern Michigan University Office of Academic Service Learning **Translation to Croatian**: Ivana Greenspan **Adapted by:** Anka Kekez and Martin Stažnik, DIM - Udruga za građansko obrazovanje i društveni razvoj [Association for Civic Education and Social Development, Zagreb] **Year of publication:** 2006 **Target group:** university teachers **Language:** Croatian **Size**: 109 pages **Webpage**: http://www.dimonline.hr/wp-content/uploads/Akademski-SL-1.pdf
2. Učenjem do društva znanja: teorija i praksa društveno korisnog učenja [Learning for the Knowledge	**Type of tool:** Handbook (in Croatian) for teachers and students that provides fact sheets that are essential in documenting the critical thinking and learning process, principles of good practice, course design proposals, frequently asked questions, etc. It is used as a course book for the course Service-learning in Information

Society: service learning theory and practice]. (handbook).	and Communication Sciences at the Faculty of Humanities and Social Sciences, University of Zagreb. It was also distributes to participants of all SL workshops held at the Faculty of Humanities and Social Sciences. **Author**: Nives Mikelić Preradović, Faculty of Humanities and Social Sciences, University of Zagreb, Croatia **Year of publication:** 2009 **Target group:** university and school teachers, university students **Language:** Croatian **Size**: 163 pages Webpage: http://infoz.ffzg.hr/bookstore/Detaljnije.aspx?KnjigaID=18
3. Ćulum, Bojana: Jelenc, Lara. Učenje zalaganjem u zajednici. [Community Engaged Learning – models, experiences and guidelines for integration]. (manual)	**Type of tool:** Manual (in Croatian) for teachers and students is the result of the project "Community Engaged Learning - connecting students and local community". Authors wanted to convey their personal experience of implementation of Community Engaged Learning in higher education in this manual. The material illustrates the potential application of this method in the various courses at the University of Rijeka. Also, authors' intention was to offer this model of higher education to university teachers and students so that together they can reflect on the needs and the possibilities of transformation of theirr daily work patterns with students. The project is the result of years of teaching experience that took place simultaneously in two faculties at the University of Rijeka. The project was implemented in courses Strategic Management, Market Research and Promotion at the Department of Organization and Management and the Department of Marketing (Faculty of Economics) and in the course Evaluation Research at the Department of Education (Faculty of Humanities and Social Sciences) in Rijeka. **Authors**: Bojana Ćulum & Lara Jelenc, University of Rijeka, Croatia **Year of publication:** 2015 **Target group:** university and school teachers, university students**,** community partners **Language:** Croatian

	Size: 81 pages **Webpage**: https://drive.google.com/file/d/0BzZD0yoikcCsMUswcEFUeFJOWEU/view

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: FINLAND

1. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;
- Service-Learning (and/ or community based learning) is one of keywords;
- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;
- Publications on Service-Learning are written by authors from partner countries published in other countries;
- Publications on Service-Learning are written by authors from other countries published in partner countries.

2. **Information on publication and research reports:**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
1. Backman, Anne (2015) Kolmannen sektorin toimintakenttä sosionomien amk ammatillisen kasvun oppimisympäristöinä. Sosiaalipedagoginen työote tarkastelussa. (Third sector as a learning environment for social service polytechnics). Saimaa polytechnic. http://www.sosiaalipedagogiikka.fi/wp-content/uploads/2015/04/SPP2015_Backman-ID-5089.pdf	Language: Finnish; Research presentation; Saimaa polytechnic; 23 power point slides; Summary in English not available.
2. Eskola, Antti, & Kurki, Leena (eds.) (2001) Vapaaehtoistyö auttamisena ja oppimisena (Volunteering as helping and learning). Vastapaino. ISBN-13: 9789517680905	Finnish; Didactical anthology (first and still rare university level book on service learning in Finland); University of Helsinki; 215 pages; Summary in English not available.
3. Grönlund, Henrietta (2014) Vapaaehtoistoiminta opetussuunnitelmiin (Volunteering into curriculums). In Jalonen, Pauliina, & Jokinen, Noora (eds.) Oppikirja – kuinka oppimisesta tuli jokaisen oma juttu. Otavan opisto. http://www.ooosuuskunta.fi/wp-content/uploads/2014/10/Oppikirja_web.pdf ISBN: 978-951-96511-6-3	Finnish; Article in popular anthology; University of Helsinki; 8 pages; Summary in English not available.
4. Haski-Leventhal, D; Grönlund, H., Holmes, K., Meijs, L. C. P. M., Cnaan, R. A., Handy, F., Brudney , J., Hustinx, L., Kang, C., Kassam, M., Pessi, A. B., Ranade, B., Smith, K. A., Yamauchi, N., & Zrinscak, S. (2010). Service-Learning: Findings From a 14-Nation Study. *Journal of Nonprofit & Public Sector Marketing*, 22(3), 161-179.	English; Research article; Authors from different universities and countries (including Finland); 19 pages; Summary in English available.
5. Kannelsuo, Marja, & Salmenkangas, Mai (2014) Oppia, innostusta ja draamaa. Opiskelijat vapaaehtoistoiminnassa (Learning, enthusiasm, and drama. Student volunteering). Metropolia	Language: Finnish; Didactical material; Metropolia University of Applied Sciences (polytechnic); 20

University of Applied Sciences. http://kamu.metropolia.fi/wp-content/uploads/2014/11/Opisk_vapaaeht_KAMU_WEB.pdf ISBN 978-952-6690-56-8	pages; KAMU-project which developed service learning related with immigrants among students of social work in Metropolia polytechnic; Summary in English not available.
6. Luhtasaari, Mari (2015) Opiskelijoiden kokemukset vapaaehtoistoiminnasta hoitotyön koulutuksessa (Students' experiences on volunteering as a part of nursing education). Satakunta University of Applied Sciences (thesis). https://www.theseus.fi/bitstream/handle/10024/98101/Mari%20Luhtasaari.pdf?sequence=1	Language: Finnish; Thesis; Satakunta University of Applied Sciences; 46 pages. Summary in EN is available through the link.
7. Manninen, Niina, & Raatikainen, Eija (2014) Vapaaehtoistoiminnasta oppimaan – Ajatuksia ammattikorkeakouluille (Learning from volunteering – Thoughts for polytechnics). Metropolia polytechnic. http://kamu.metropolia.fi/wp-content/uploads/2014/12/vapaaehtois_KAMU_WEB.pdf ISBN 978-953-6690-58-2	Language: Finnish; Didactical material; Metropolia polythechnic; 20 pages; KAMU-project which developed service learning related with immigrants among students of social work in Metropolia polytechnic; Summary in english not available.
8. Tapiovaara, Kaisu, & Lehtinen, Silva (eds.) Auttamallakin opitaan. Vapaaehtoistoiminta oppimiskokemuksena (You also learn by helping. Volunteering as a learning experience). Palmenia, University of Helsinki Centre for Continuing Education. http://www.kansalaisareena.fi/Vapaaehtoistoiminta_oppimiskokemuksena_materiaalit.pdf	Language: Finnish; Didactical material; University of Helsinki; 12 pages; Project for integrating volunteering into school work, funded by Finnish national board of education; Summary in English not available.

3.   Information on research/ curriculum development projects:

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts. short description of outputs

1. KAMU-project	Metropolia University of Applied Sciences (polytechnic, Finland), 2013-2014. Main expert: Mai Salmenkangas; The project developed service learning related with immigrants among students of social work in Metropolia polytechnic; Project site (in English): http://kamu.metropolia.fi/en/ ; Project publication: http://kamu.metropolia.fi/wp-content/uploads/2014/11/Opisk_vapaaeht_KAMU_WEB.pdf
2. Verkkovirta -project	ESR-project including 14 Finnish polytechnics, 2015-2017; The project aims in including work and service in polytechnics' curriculums: http://www.amkverkkovirta.fi/ (in Finnish). One sub project (coordinator: Metropolia university of applied sciences, main expert Mai Salmenkangas) focuses on service learning. The project continues the work on service learning that was carried out in Metropolia's KAMU-project, which developed service learning and student volunteering related with immigrants.
3. Vapaaehtoistoiminta oppimiskokemuksena, opettajien täydennyskoulutushanke (Volunteering as a learning experience, Project on continuing education for teachers)	Palmenia, University of Helsinki Centre for Continuing Education, 2011-2012, Finnish national board of education; Main experts Kaisu Tapiovaara and Silva Lehtinen; The project developed volunteering in elementary schools and high schools through educating teachers, organizing seminars, and producing materials. It continued the work which was started in an international Comenius Eubis project "Active Citizens for Europe" in 2009 http://www.eubis-comenius.eu/docs/flyer_en_0909.pdf . Project material (includes quality standards and practical instructions for organizing service learning, in Finnish): http://www.kansalaisareena.fi/Vapaaehtoistoiminta_oppimiskokemuksena_materiaalit.pdf

4. **Identification of training tools**

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.
1. Civic education course for students of education (in Finnish)	University course (5 credits), was available in 2008-2013, responsible teacher: professor of didactics (University of Oulu); Target group: students of education; Summary in EN not available.
2. Service learning model for developing volunteering (in Finnish)	Powerpoint slides describing service learning in Metropolia University of Applied Sciences (polytechnic, Finland); Name of trainers: Niina Manninen, Eija Raatikainen, Mai Salmenkangas (KAMU-project, see above in projects); Seminar presentation from 2014; Language Finnish; Length 19 slides; Summary in EN not available.

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: GERMANY

1. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;
- Service-Learning (and/ or community based learning) is one of keywords;
- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;
- Publications on Service-Learning are written by authors from partner countries published in other countries;
- Publications on Service-Learning are written by authors from other countries published in partner countries.

2. **Information on publication and research reports:**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
1. *Aktive Bürgerschaft* (Ed.) (2013): Wirkungsstudie Service Learning: Wie lassen sich Unterricht und Bürgerengagement verbinden? Berlin.	Link to full text (in German): http://www.aktive-buergerschaft.de/fp_files/sozialgenial_Print/sozialgenial_Broschuere_Wirkungsstudie_Service_Learning_web.pdf
2. *Albus, Vanessa; Altenschmidt, Karsten* (Ed.) (2014): Philosophieren mit Jedermann. Ein hochschuldidaktisches Projekt zum Service Learning. Münster.	German – monography – authors from the University of Duisburg-Essen
3. *Albus, Vanessa; Borghard, Thomas; Altenschmidt, Karsten* (2014) : Die Zukunft der Zivilgesellschaft	German – article

erforschen? Community-Based Research in der philosophischen Hochschullehre. In: Zeitschrift für Didaktik der Philosophie und Ethik, Volume 2.	
4. Altenschmidt, Karsten; Dickschus, Carina; Dunder, Olaf; Miller, Jörg (2008): Studierende in Non-Profit Projekten – Service Learning in der universitären Lehre. In: Brinker, T.; Müller, E. (Ed.): Wer, wo, wie und wie viele Schlüsselkompetenzen. Wege und Erfahrungen aus der Praxis an Hochschulen. Kompetenzreihe des IZK, Volume 2. Bochum, pp. 109-120.	German – article
5. Altenschmidt, Karsten; Miller, Jörg (2010): Service Learning in der Hochschuldidaktik. In: Auferkorte-Michaelis,	German – book article – authors from the University of Duisburg-Essen

N./ Ladwig, A./ Stahr, I. (Hg.): Hochschuldidaktik für die Lehrpraxis. Interaktion und Innovation für Studium und Lehre an der Hochschule. Opladen & Farmington Hills, pp. 68-79.	
6. Altenschmidt, Karsten; Miller, Jörg (2010): Service Learning in der Hochschuldidaktik. In: Auferkorte-Michaelis, Nicole; Ladwig, Anette; Stahr, Ingeborg (Eds.): Hochschuldidaktik für die Lehrpraxis. Interaktion und Innovation für Studium und Lehre an der Hochschule. Opladen & Farmington Hills, pp.: 68-79.	German – book article
7. Altenschmidt, Karsten; Miller, Jörg; Stark, Wolfgang (Ed.) (2009): Raus aus dem Elfenbeinturm? Entwicklungen in Service Learning und	German – monography - authors from the University of Duibsurg-Essen – emerged from the Centre for Public Engagement UNIAKTIV

bürgerschaftlichem Engagement an deutschen Hochschulen. Weinheim/Basel.	
8. Altenschmidt, Karsten; Roth, Christiane (2011): An der Schnittstelle von Bildung und Gemeinwesen. Auswirkungen von Service Learning auf Bildung und Gesellschaft. In: Aktive Bürgerschaft e.V. (Ed.): Diskurs Service Learning. Unterricht und Bürgerengagement verbinden. Berlin, pp. 43-53.	German – article – authors from the University of Duisburg-Essen and Halle-Wittemberg
9. Backhaus-Maul, Holger; Ebert, Olaf; Frei, Nadine; Roth, Christiane; Sattler, Christiane (2015): Service Learning mit internationalen Studierenden. Konzeption und Umsetzungsmöglichkeiten. Weinheim.	German - book

10. Backhaus-Maul, Holger; Roth, Christiane (2013): Service Learning an Hochschulen in Deutschland. Ein erster empirischer Beitrag zur Vermessung eines jungen Phänomens. Wiesbaden.	German – book (is the first quantitative – qualitative study on service learning in German Universities)
11. Baltes, Anna Maria; Hofer, Manfred; Sliwka, Anne (Eds.) (2007): Studierende übernehmen Verantwortung - Service Learning an deutschen Universitäten. Weinheim.	German - book
12. Bartsch, Gabriele (2009): Do it! Learn it! Spread it! Praxisleitfaden Service Learning an Hochschulen.	German - Didactical book
13. Bauer, Ullrich; Drucks, Stephan (2013): Gelingensbedingungen von Service Learning in Schulen. Forschungsbericht zu den Fallstudien über sozialgenial-Schulprojekte. Essen.	Link to full text (in German language): http://www.aktive-buergerschaft.de/fp_files/sozialgenial_Print/Wirkungsstudie_Service_Learning_Forschungsbericht_Uni_Duisburg-Essen_web.pdf

14. *Berthold, Christian; Meyer-Guckel, Volker; Rohe, Wolfgang* (Eds.) (2010): Mission Gesellschaft. Engagement und Selbstverständnis der Hochschulen. Ziele, Konzepte, internationale Praxis.	German – Study which led to a nation-wide challenge on the 'third mission' of universities in Germany (2011-2013). 80 universities participated – 6 winners started projects (20.000 Euros each)
15. *Kreikebaum, Hartmut; Kreikebaum, Marcus* (2009): Veranstwortung lernen. Service Learning an deutschen Hochschulen. In: Theis, Fabienne; Klein, Simone (Eds.): CSR-Bildung. Coroprate Social Responsibility als Bildungsaufgabe in Schulen, Universitäten und Weiterbildung. Wiesbaden, pp.: 67-77.	Link to extract in German language: http://link.springer.com/chapter/10.1007/978-3-531-92165-5_6#page-2
16. *Kreikebaum, Marcus* (2011): Die Erfahrung macht den Sprung. Service Learning eröffnet neue Perspektiven für die Ausbildung sozialer Verantwortung. In:	German – book article

Haase, Michaela at al. (Eds.): Ethics Education. München, pp.: 155-169.	
17. Miller, Jörg; Ruda, Nadine (2015): Service Learning in der Lehrerbildung. In:Schriftenreihe Bildung durch Verantwortung. Essen – in press.	German – brochure – authors from the University of Duisburg-Essen – emerged from the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)
18. Miller, Jörg; Ruda, Nadine; Stark, Wolfgang (2015): Implementierung von Service Learning in Hochschulen. In: Schriftenreihe Bildung durch Verantwortung. Essen.	German – brochure – authors from the University of Duisburg-Essen – emerged from the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)
19. Miller, Jörg; Ruda, Nadine; Stark, Wolfgang; Meyer, Philip (2015): Patterns on Civic Engagement, Service Learning and Campus Community Partnerships. In: Baumgartner, Peter; Sickinger, Richard (Ed.): PURPLSOC: The	English – paper – authors from the University of Duisburg-Essen and Tübingen – contribution to the pattern conference PURPLSOC in Krems in 2014

Workshop 2014. Krems.	
20. Reinders, Heinz (2010): Lernprozesse durch Service Learning an Universitäten. In: Zeitschrift für Pädagogik 56, pp.: 531-547.	Abstract in English language: http://www.pedocs.de/frontdoor.php?source_opus=7158 Full text (in German language): http://www.pedocs.de/volltexte/2013/7158/pdf/ZfPaed_4_2010_Reinders_Lernprozesse_durch_Sevice_Learning.pdf
21. Reinders, Heinz (2016): Service Learning – Theoretische Überlegungen und empirische Studien zu Lernen durch Engagement (Service Learning. Theoretical Considerations and Empirical Research). Weinheim.	Book
22. Seifert, Anne; Zentner, Sandra (2010): Service-Learning – Lernen durch Engagement: Methode, Qualität, Beispiele und ausgewählte Schwerpunkte. Weinheim.	Link to full text (in German language): http://www.buendnisfueraugsburg.de/fileadmin/buendnis-aug/dat/2_projekte/tu_was/3Pub_Wissen_LdE.pdf
23. Seifert, Anne; Zentner, Sandra (2010): Service-	Brochure

Learning - Lernen durch Engagement: Methode, Qualität, Beispiele und ausgewählte Schwerpunkte. Eine Publikation des Netzwerks Lernen durch Engagement. Weinheim	
24. *Speck, Karsten; Ivanova-Chessex, Oxana; Wulf, Carmen* (2013): Wirkungsstudie Service Learning in Schulen: Forschungsbericht über eine repräsentative Befragung von Schülerinnen und Schülern aus sozialgenial-Schulprojekten in Nordrhein-Westfalen. Oldenburg.	Link to full text (in German language): http://www.aktive-buergerschaft.de/fp_files/sozialgenial_Print/Wirkungsstudie_Service_Learning_Forschungsbericht_Uni_Oldenburg_web.pdf Qualitative research study on Service Learning in schools
25. *Stark, Wolfgang; Miller, Jörg; Altenschmidt, Karsten* (2013): Zusammenarbeiten – zusammen gewinnen. Was Kooperationen zwischen Hochschulen und Gemeinwesen bewirken können (und	German – monography – authors from the University of Duisburg-Essen – based on a meta-analysis from the Centre for Societal Learning and Social Responsibility UNIAKTIV Link to full text (in German language): https://www.uniaktiv.org/fileadmin/uniaktiv/potentialanalyse_service_learning_ccp_altenschmidt_miller_stark_web.pdf

was dafür nötig ist). Potenzialanalyse Campus-Community Partnerschaften. Essen.	
26. Stifterverband für die Deutsche Wissenschaft (2013): Sozial und engagiert „Mehr als Forschung und Lehre". Essen.	Brochure
27. Zentner, Sandra (2011): "Lernen durch Engagement" - Service-learning in German schools. A promising way to get youth involved – in active learning and in civic engagement. Publication of the network "Lernen durch Engagement". Weinheim.	english

3. Information on trainers:

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project
1. Karsten Altenschmidt	University of Duisburg-Essen (Germany), Centre for Higher Education and Quality Development and Center for Social Learning and Social Responsibility UNIAKTIV, coordinator for service-learning at the University of Duisburg-Essen, consultant, trainer.
2. Jörg Miller	University of Duisburg-Essen (Germany), project manager for service-learning projects (Connect, 2012-today; 'Learning with Civic Responsibility and Public Engagement in Higher Education' 2012-2015), founder of the Center for Social Learning and Social Responsibility UNIAKTIV.
3. Wolfgang Stark	University of Duisburg-Essen (Germany), Professor for organizational and community psychology, founder of the University´s Organizational Development Laboratory and the Center for Social Learning and Social Responsibility UNIAKTIV, speaker and president of the University Network on Responsible Learning.
4. Christiane Roth	Martin-Luther-University Halle-Wittenberg (Germany), since 2010 research assistant in the project "International: Engaged. Studied.", co-worker in the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)
5. Thomas Sporer	University of Augsburg (Germany), since 2011 project manager for the project "Initiative education through responsibility", co-worker in the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)
6. Gabriele Bartsch	Agency "Mehrwert" (Germany), managing director ot the agency "Mehrwert", co-worker in the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)
7. Bettina Hohn	Berlin School of Economics and Law (Germany), Professor for public management, co-worker in the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)

8. Holger Backhaus-Maul	Martin-Luther-University Halle-Wittenberg (Germany), leader of the department of legal administration and organisation, since 2003 board member of active citizenship, co-worker in the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)
9. Kristina Notz	Social Entrepreneurship Academy (Germany), responsible for the network, team spokeswoman in the Academy, member of the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)
10. Anne Doerner	Social Entrepreneurship Academy (Germany), since 2011 responsible for the areas of start-up support and Corporate Social Responsibility (CSR), member of the project 'Learning with Civic Responsibility and Public Engagement in Higher Education' (2012-2015)
11. Sandra Zentner	Learning through engagement (Germany), project manager
12. Carla Gellert	Learning through engagement (Germany), co-project manager
13. Anne Seifert	Goethe-University Frankfurt (Germany), consultant in the project "Learning through engagement"
14. Detlev Buchholz	Frankfurt University of Applied Sciences (Germany), speaker and president of the University Network on Responsible Learning
15. Imke-Marie Badur	University of Kassel (Germany), project management of the project "service learning and community engagement", manager of the University Network on Responsible Learning
16. Klaus Sailer	Social Entrepreneurship Academy (Germany), since 2006 professor for entrepreneurship at the University of Munich and managing director of the Stascheg Center for Entrepreneurship (SCE), co-founder of the Social Entreprenuership Academy

4. Information on research/ curriculum development projects:

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts. short description of outputs
1. Learning with Civic Responsibility and Public Engagement in Higher Education	2012-2015, coordinated by the University of Duisburg-Essen, participating institutions: Augsburg University, Berlin School of Economics and Law, Martin-Luther-University Halle-Wittenberg, Social Entrepreneurship Academy Munich and Agentur Mehrwert, Stuttgart; funded by the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth. Development of a pattern language for service-learning in higher education, creation of a web platform for exchange of experience and to provide best-practice examples, organization of several national conferences and publication of didactic material such as a card deck and a series of brochures. www.campus-vor-ort.de
4. Connect	Team at the University of Duisburg-Essen: Jörg Miller, Estelle Fritz, Elisabeth Bednarz. Pupils, students and University teachers work together in service-learning projects, cooperate with community partners and develop innovative ideas and products. https://www.uniaktiv.org/connect/
5. Regio Elf	Team at the University of Duisburg-Essen: Wolfgang Stark, Karsten Altenschmidt, Daniela Filetti, tim Krüger, Alexander Graeser. Members of the public and students collaborate to improve the Ruhr-area, they do community-based research which is linked to research and education at the University. In 2011 Regio ELF was awarded in the competition 'More than research and education' by a federation of foundations. https://www.uniaktiv.org/uniaktiv/1/

6.	Sozial Genial	http://www.aktive-buergerschaft.de/service_learning/ueber_sozialgenial
7.	Netzwerk Lernen durch Engagement	http://www.servicelearning.de/index.php?id=13 **Service Learning in Schools**
8.	Hochschulnetzwerk Bildung durch Verantwortung	http://www.bildung-durch-verantwortung.de/ **Service Learning and Campus Community Partnership in Higher Education**
9.	yoowedo	http://yooweedoo.org/
10.	do it!	http://www.agentur-mehrwert.de/de/hochschulen/do-it-studierendenprojekte.html
11.	Balu und du	http://www.balu-und-du.de/

5. **Identification of training tools**

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.
1. Design Thinking	Creativity technique which is particularly used for the workshop-format 'Connect', six steps that are repeated and revised dynamically: understand – observe – define point of view – ideate – prototype – test. https://www.uniaktiv.org/connect/design-thinking/ *Plattner, Hasso; Meinel, Christoph; Weinberg, Ulrich* (2009): design THiNK!NG. Innovatation lernen – Ideenwelten öffnen. FinanzBuch Verlag GmbH, München. *Brown, Tim* (2008): Design Thinking. In: Harvard Business Review. S. 84-95.

2. Pattern Card Deck 'Service Learning in Higher Education'	A deck of 78 patterns from 8 categories (ranging from didactics over cooperation to implementation of service-learning), based on good-practice and experiential knowledge of practitioners. The cards can be an introduction to service-learning, can be used for self-evaluation, for preparation, reflection and inspiration. The card deck emerged from the project 'Learning with Civic Responsibility and Public Engagement in Higher Education'.
3. Evaluation Sheet for Non-Profit Partner	German
4. Evaluation Sheet for Service-Learning Courses	German
5. Pattern Card Deck 'Social Entrepreneurship Education' (in press)	A deck of about 40 patterns on social entrepreneurship education (for use see 2.)

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: IRELAND

1. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;
- Service-Learning (and/ or community based learning) is one of keywords;
- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;
- Publications on Service-Learning are written by authors from partner countries published in other countries;
- Publications on Service-Learning are written by authors from other countries published in partner countries.

The following publications, research reports, trainers, research projects end training tools was collected by the Community Knowledge Initiative (CKI) at NUI Galway working in partnership with Campus Engage, the national Irish network for the promotion of civic engagement and service learning. Both centres have accumulated expertise and have undertaken audits of national Irish capacity in terms of service learning and civic engagement in Ireland. The follow list of items has been compiled working nationally with colleagues across the higher education sector. This is not a comprehensive list but a good 'snapshot' of the national range of expertise and experiences that could help build capacity in Europe. Permission was

granted by Campus Engage to name national trainers in the document who have led and developed the national 'Participate Programme'. Further information on the CKI please see www.nuigalway.ie/cki and Campus Engage www.campusengage.ie

2. **Information on publication and research reports: Publications & Presentations on CKI Site**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
McIlrath, L., Lyons, A. And Munck, R.(2012) Higher Education and Civic Engagement – Comparative Perspectives. New York: Palgrave Macmillan	EN, Academic book, NUI, Galway and DCU.
McIlrath, L., Farrell, A., Hughes, J., Lillis., Lyons, A.(Eds.)(2009) Mapping Civic Engagemen within Higher Education in Ireland. Dublin: AISHE & Campus Engage	EN, Academic book, NUI, Galway and DCU and NUI Maynooth
McIlrath, L., and MacLabhrainn, I. (Eds.) (2007) Higher Education and Civic Engagement: International Perspectives. Aldershot: Ashgate	EN, Academic book, NUI, Galway
McIlrath, L. (forthcoming). Community University Engagement – Global Terrain, Trends and terms. In GUNI, Higher Education in the World 5. Knowledge, Engagement and HE: Rethinking Social Responsibility, GUNi UNESCO: Barcelona.	EN, Academic chapters, NUI Galway
McIlrath, L. (2012) "Community Perspective on University Partnership – Prodding the Sacred Cow". In (Eds.) McIlrath, l., Lyons, A & Munck, R. Higher Education and Civic Engagement – Comparative Perspectives. New York: Palgrave Macmillan	EN, Academic chapters, NUI Galway
Byrne, P., & McIlrath, L. (2011) Tightrope Walking – Balancing IT within Service Learning in Ireland. In M. Bowen & R. Carpenter (Eds.) Higher Education, Emerging Technologies, And Community Partnerships: Concepts, Models and Applications. IGI Global.	EN, Academic chapters, NUI Galway
McIlrath, L., & Lyons, A. (2009) Driving Civic Engagement within Higher Education in Ireland. In L. McIlrath, et al (Eds.) Mapping Civic Engagement	EN, Academic chapters, NUI Galway

within Higher Education in Ireland. Dublin: AISHE & Campus Engage.	
Boland, J., McIlrath, L. (2007). The Process of Localising Pedagogies for Civic Engagement in Ireland: the Significance of Conceptions, Culture and Context. In L. McIlrath & I. MacLabhrainn (Eds.) Higher Education and Civic Engagement: International Perspectives. Aldershot: Ashgate.	EN, Academic chapters, NUI Galway
Gonzalez-Perez, M.-A., I. Mac Labhrainn, and McIlrath, L. (2007). "The Civic Purpose and avowed mission of Higher Education Institutions - diversity or uniformity?" International Journal on Diversity in Organisations, Communities and Nations 7(2): 187-197	EN, Journal Article, NUI Galway
Gonzalez-Perez, M.-A. and T. Murphy (2007). "The Global University: The Role of the Curriculum Bourn, D., McKenzie, A. and Shiel, C., Development Education Association, London, 2006." Education, Citizenship and Social Justice 2(2): 197-198.	EN, Journal Article, NUI Galway
Dundon, T., M.-A. Gonzalez-Perez, and T. McDonough. (2007). "Bitten by the Celtic Tiger: immigrant workers and industrial relations in the new "Glocalised" Ireland." Economic and Industrial Democracy. 28(4).	EN, Journal Article, NUI Galway
Healy, M. & McIlrath, L. (under review) The Impact of the Recession on Voluntary Organisations in the West of Ireland.	EN, Journal Article, NUI Galway
O'Flaherty, J., Liddy, M., Tansey, L., and Roche, C. (2010). Educating engaged citizens: four projects from Ireland. Education + Training. Volume 53, Issue 4.	EN, Journal Article, NUI Galway
Niens, U., & McIlrath, L., (2009) Understandings of citizenship education in Northern Ireland and the Republic of Ireland: Public discourses among stakeholders in the public and private sectors. Education, Citizenship and Social Justice 5(1) 73-87.	EN, Journal Article, NUI Galway
Munck, R., McIlrath, L, Hall, B and Tandon, R. (Eds.) (2014) Community Based Research – North and South Dimensions. New York:Palgrave Macmillan.	EN, authors from NUI Galway, DCU, University of Victoria and PRIA

McIlrath, L (forthcoming 2016) Democratising Knowledge through Civic Engagement – the Case of National University of Ireland, Galway in Miguel A. Santos Rego (Ed.) KNOWLEDGE SOCIETY Learning and Innovation at University	ES, Chapter, NUI Galway
McIlrath, L (Forthcoming 2016) Community University Research and Partnerships in Ireland – Confronting the Crossroads	EN, Chapter, NUI Galway
McIlrath, L (Forthcoming 2016) The Civic University. In Sachs, J and Clark, L (eds.) Learning Through Community engagement: Vision and Practice in Higher Education. Sydney: PACE.	EN, Chapter, NUI Galway
McIlrath, L. (2014). Community University Engagement - Global Terrain, Trends and Terms. In UNESCO GUNI, Higher Education in the World 5: Knowledge, Engagement and Higher Education: Rethinking Social Responsibility. New York: Palgrave Macmillan	EN, Chapter, NUI Galway
CKI Magazine, vol. 1, 2011	EN, Magazine, NUI Galway
CKI Magazine, vol. 2, 2012	EN, Magazine, NUI Galway
McIlrath, L., Bates, C., Burns, K., Lyons, A., & Murphy, P. (2014) Emerging practices on community-engaged research: perspectives from Ireland. In: Munck, R., McIlrath, L., Hall, B. & Tandon, R. (eds.) Higher education and community-based research: Creating a global vision. New York, Palgrave Macmillan.	EN, Chapter, NUI Galway, Queens University Belfast, Dublin Insitute of Technology, Dublin City Univeristy, University College Cork
C. McDonnell, P. M. Ennis, L. Shoemaker, 'Now for the science bit: implementing community-based learning in chemistry', *Education + Training*, 2011, 53 (2/3), 218 – 236.	EN, DIT, Journal Article
N. Brouwer and C Mc Donnell, *Online Support and Online Assessment for Teaching and Learning Chemistry*, in *Innovative Methods in Teaching and Learning Chemistry in Higher Education*, I. Eilks and B. Byers (Eds.), RSC: London, 2009.	EN, DIT, Journal Article

C Mc Donnell, C O'Connor and MK Seery, *Developing practical chemistry skills by means of student-driven problem based learning mini-projects,* **Chem. Educ. Res. Pract.**, 2007,8(2), 130 - 139. [Link to Journal]	EN, DIT, Journal Article
C Mc Donnell, A Mc Cormack, AM O'Donoghue and R More O'Ferrall, Carbocations *from Protonation of Aromatic and Non-aromatic Pi Bonds,* **Modern Problems of Organic Chemistry**, 2005, 88-111.	EN, DIT, Journal Article

3. **Information on trainers:**

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project
Lorraine McIlrath	**Institutional affiliation:** NUI Galway **Postion:** CKI Coordinator and Academic Staff Developer (Service Learning) **Subject area**: Community Partnersips, Service Learngin, Conceptions of Civic Engagement, Irish Higher Education Policy and Practice **Language of instruction/training:** EN **Experience in Service-Learning:** Adopted SL in her teaching and later insituiotanlalised SL as a central aspect of teachign and learnign at NUIG. Has over the last decade led on a number of SL Projects, research activities and policy developments. Since 2004 Lorraine McIlrath has coordinated the Community Knowledge Initiative (CKI) at the National University of Ireland Galway. There she is responsible for developing and supporting civic engagement activities across the university, with the CKI team, including service learning and student volunteering. From 2007 to

	2015, she established and was Principal Investigator (PI) ofCampus Engage, a national Irish network to support civic engagement within higher education in Ireland. She is a founding member partner in a nine university EU Tempus Funded Project to support the introduction of service learning to five universities in Jordan and Lebanon entitled theTawasol Project. Recently she has been elected to the Steering Committe of the Talloires Network and as part of this is leading on a national project to pilot the Carnegie Foundation Framework for Community Engagementin partnership with U Mass Boston, the Ireland Funds with support from the Higher Education Authority and Campus Engage. She has been developing and guiding the opening of a new communtiy cafe concept based at ILAS called Cafe Saol (Irish for Life) giving people marginalised from employment an opportunity to work.
Josephine Boland	**Institutionnel affiliation**: NUI Galway **Position**: Senior Lecturer **Subject area**: Education, Curriculum Development, Service Learning and Pedagogies for Civic Engagement **Languages of instruction/ training** EN **Short description of experience in service learning** Her doctoral research focused on embedding civic engagement within the curriculum and latterly she has extended her scholarship and practice to include community engaged research. As a founding member of CORA (Community Engaged Research in Action (a community of practitioners of community engaged researchers in NUI Galway) she has supported and undertaken collaborative research projects with community partners, using participatory research methods. Drawing on her research and her professional experience she provides continuing professional development on (i) course design and assessment and (ii) embedding civic engagement within the higher education curriculum. Josephine is secretary of the Education Studies Association of Ireland (ESAI) and an active member of the Association of Medical Educators in Europe AMEE), the Society for Research into Higher Education (SRHE), the Irish Network of Community Engaged Research and Learning

	(INCERL) and Educational Developers in Ireland Network (EDIN).
Dr Jackie Daly	**Institutional affiliation: Royal College of Surgeons Ireland** **Postion:**Lecturer **Subject area**: Biomedics/ Health **Language of instruction/training: EN** **Experience in Service-Learning:** Campus Engage Community based Learning and Research Programme Developer and Facilitator
Kate Morris	**Institutional affiliation: Irish Universities Association** **Postion: National Coordinator** **Subject area**: CBR/ CBL/ Policy & Programme implementation **Language of instruction/training: EN** **Experience in Service-Learning:** Campus Engage Community based Learning and Research Programme Developer and Facilitator
Bernie Quilinan	**Institutional affiliation: University of Limerick** **Postion: Civic Engagement Unit Champion** **Subject area**: Health Science **Language of instruction/training: EN**

	Experience in Service-Learning: Campus Engage Community based Learning and Research Programme Developer and Facilitator **Bernie Quillinan, Department of Health Sciences, University of Limerick** Bernie Quillinan is currently Chair of Campus Engage, and is UL Champion for Civic Engagement. Bernie manages the newly established UL Engage Unit. Prior to this was Head of the Department of Nursing and Midwifery at University of Limerick. Bernie is also founder and course Director for the community-based learning Diploma - Community Wellness, Empowerment, Leadership and Life skills (CWELL). Bernie was actively involved in the co-production of the Campus Engage National Charter for Civic Engagement, led by Rhonda Wynne at UCD, and launched by the Presidents, June 16, 2014. Bernie is also Chair of the All -Ireland Institute of Palliative Care (AIIPC) Education Steering Group since 2011.
Dr Jamie Goggins	**Institutional affiliation: National University of Ireland, Galway** **Postion: Senior Lecturer Civil Engineering** **College of Engineering & Informatics** **Subject area**: **Engineering & Informatics** **Language of instruction/training:** **Experience in Service-Learning:** Campus Engage Community based Learning and Research Programme Developer and Facilitator **Dr Jamie Goggins CEng., BA., BAI., PhD.,** Jamie has 14 years' experience in public-industry consultancy, construction, expert advisory work and research on worldwide projects and structural engineering. He is actively involvement in Engineers Ireland, the Engineering Professional Body in Ireland. Jamie has facilitated over 130 undergraduate group community-based research projects over the last four years, many of which had a positive tangible output and direct impact on society. Through the 'Engineering for Humanity' programme, which he established with the Alan Kerins Projects, together with undergraduate and postgraduate students, they have conducted a significant amount of research into strength and durability of stabilised soil blocks. This has aided in the set up and commercialisation of a micro-enterprise block making project in Kaoma, Western Zambia, where they train locals on production and sales of blocks. As well as collaborating with industry, Jamie has completed engaged research projects with colleagues in leading international universities, such as UC Berkeley, Purdue University, Imperial College London,

	Trinity College Dublin, University of Liege, University of Pavia, NTU Athens, University of Darmstadt, University Ljubljana, etc.
Siobhan Long	**Institutional affiliation: Enable Ireland** **Postion: National Manager, Assistive Technology Training Service** **Subject area**: **Training Service** **Language of instruction/training: EN** **Experience in Service-Learning:** Campus Engage Community based Learning and Research Programme Developer and Facilitator **Siobhan Long, National Manager, Assistive Technology Training Service at Enable Ireland** Siobhan is an expert in the Assistive Technology Field since 1991 and established National Assistive Technology Training Service for Enable Ireland in 2001. More recently she launched Community Design Challenge in collaboration with DIT. Students are asked to imagine how to adapt, improve, integrate or augment products to make them effective for the user, and as a consequence help remove the stigma of disability. Siobhan has extensive experience in leading and managing client learning teams, with a focus on innovation; and working with higher education stakeholders to roll out community-engaged learning on campuses across Ireland.
Edel Randles	**Institutional affiliation: IT Tralee** **Postion: Sport Science lecturer** **Subject area**: Community Partnersips, Conceptions of Civic Engagement, Irish Higher Education Policy and Practice **Language of instruction/training:** EN

	Experience in Service-Learning: Campus Engage Community based Learning and Research Programme Developer
Hannah Barton, Psychology	**Institutional affiliation: IADT** **Postion: psychology lecturer** **Subject area**: **Psychology** Community Partnersips, Conceptions of Civic Engagement, Irish Higher Education Policy and Practice **Language of instruction/training:** EN **Experience in Service-Learning:** Campus Engage Community based Learning and Research Programme Developer
Dr Claire McDonnell	**Institutional affiliation: DIT** **Postion:** **Ph.D., MRSC, CChem. Diploma in Management, MA in Higher Education** **Lecturer, School of Chemical & Pharmaceutical Sciences; Manager at the Learning, Teaching & Technology Centre, DIT.** **Relevant expertise:** Campus Engage Working Group Convenor: Community-based research and Learning Participate Programme developer and implementer **Subject area**: Community Partnersips, Conceptions of Civic Engagement, Irish Higher Education Policy and Practice **Language of instruction/training:** EN **Experience in Service-Learning:** Campus Engage Community based Learning and Research Programme Developer

	Current research interests: Undergraduate Research Awareness and Readiness Evaluation project (NAIRTL funding). Postgraduate student David Kett (graduated with PG Dip, 2011) Undergraduate Research Awareness and Readiness Evaluation project (NAIRTL funding). Postgraduate student David Kett (graduated with PG Dip, 2011) Science Foundation Ireland Investigator Programme funding (principal investigator Prof Rory More O'Ferrall, project 04/IN3/B581), postgraduate students Catriona O'Meara (graduated with MPhil 2008) and Crystal O'Connor (graduated with MPhil 2010) **Recent Publications:** C. McDonnell, P. M. Ennis, L. Shoemaker, 'Now for the science bit: implementing community-based learning in chemistry', *Education + Training*, 2011, 53 (2/3), 218 – 236. N. Brouwer and C Mc Donnell, *Online Support and Online Assessment for Teaching and Learning Chemistry*, in *Innovative Methods in Teaching and Learning Chemistry in Higher Education*, I. Eilks and B. Byers (Eds.), RSC: London, 2009. C Mc Donnell, C O'Connor and MK Seery, *Developing practical chemistry skills by means of student-driven problem based learning mini-projects,* **Chem. Educ. Res. Pract**., 2007,8(2), 130 - 139. [Link to Journal] C Mc Donnell, A Mc Cormack, AM O'Donoghue and R More O'Ferrall, Carbocations *from Protonation of Aromatic and Non-aromatic Pi Bonds,* **Modern Problems of Organic Chemistry**, 2005, 88-111.
Dónal Rice	**Institutional affiliation: Excellence in Universal Design** **Postion: Senior Design Advisor, ICT for the Centre for Universal Design** **Subject area**: Community Partnersips, Service Learngin, Conceptions of Civic Engagement, Irish Higher Education Policy and Practice **Language of instruction/training:**

	EN **Experience in Service-Learning:** **In** charge of promoting Universal Design in the domains of Built Environment, ICT and products and services. He does this through contributing to the development of relevant educational courses and standards and raising awareness of UD. Universal Design is being promoted at International, European and National levels as a way to enhance innovation and create a more inclusive society. Universal Design prioritizes all peoples' needs in design. The Centre for Excellence in Universal Design is operating the UDGC as a way to promote Universal Design in education in Ireland. The Centre works with the public, including industry, educational and standardization bodies to influence design, development and implementation practices. Dónal has developed a suite of curriculum materials for use by higher education lecturing staff /tutors in teaching Universal Design.
Dr. Kenneth Burns,	**Institutional affiliation: UCC** **Postion: BSOCSC, MSW, PhD** **Lecturer and Deputy Director of the Master of Social Work, UCC, Cork** **Subject area**: Community Partnersips, Service Learngin, Conceptions of Civic Engagement, Irish Higher Education Policy and Practice **Language of instruction/training:** EN **Experience in Service-Learning:** Campus Engage Community based Learning and Research Programme Developer Kenneth is a Convenor of the Campus Engage Working Group on Community-based research and Learning, programme developer and implementer. Kenneth established the Community-Academic Research Links (UCC) initiative at UCC also known as the UCC Science Shop. Kenneth is Joint institutional Principal Investigator on two European Commission studies: a Horizon 2020 study on Responsible Research and Innovation called EnRRICH (2015-2017) and an FP7 project called Public Engagement with Research and Research Engagement with Society (PERARES, 2010-2014). Most recently Kenneth was awarded the President's Award for Excellence in Teaching. Kenneth has published widely in the field of engaged research and last year recently, in association with the UNESCO Chair for Engaged Researched launched **'Emerging Policy and Practices on Community-**

	Based Research – Perspectives from the Island of Ireland' at the Royal Irish Academy.
Muriel Grenon,	**Institutional affiliation: NUIG** **Postion: Lecturer.,** molecular geneticist **Subject area**: Community Partnersips, Service Learngin, Conceptions of Civic Engagement, Irish Higher Education Policy and Practice **Language of instruction/training:** EN **Experience in Service-Learning:** **Muriel Grenon,** is a molecular geneticist working in the field of cancer biology and is a Lecturer in Science Communication in the School of Natural Sciences at the National University of Ireland Galway. Muriel practices research-inspired teaching. She is running final year community-based learning research projects for Biochemistry, Microbiology, Biotechnology and Biomedical sciences students. These projects are key to the sustainability and the success of the Cell EXPLORERS outreach programme (www.cellexplorers.com) linking research, university level education and schools.

4. **Information on research/ curriculum development projects:**

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts. short description of outputs

Carnegie Community Engagement Assessment Framework in Ireland - A Pilot Project Based on the Carnegie Community Engagement Framework	**Coordinator and partner institutions**
	Coordinators
	Lorraine McIlrath, John Saltmarsh and Elaine Ward
	NUI Galway, NERCHE U Mass Boston

Partners

Institute of Technology Carlow	http://www.itcarlow.ie/
University College Cork	http://www.ucc.ie/en/
University of Limerick	http://www.ul.ie/
Galway-Mayo Institute of Technology	http://www.gmit.ie/
Athlone Institute of Technology	http://www.ait.ie/
Royal College of Surgeons in Ireland	https://www.rcsi.ie/
TU4Dublin Alliance (Including Dublin Institute of Technology, Institute of Technology Blanchardstown and Institute of Technology Tallaght)	http://www.tu4dublin.ie/
Trinity College Dublin, the University of Dublin	https://www.tcd.ie/
NUI Galway	http://www.nuigalway.ie/
Institute of Technology, Tralee	http://www.ittralee.ie/en/

Year of implementation
2015-2016

Budget of the project
Ireland Funds, Talloires Network, U Mass Boston and NUI Galway

	Main experts NERCHE U Mass Boston and Carnegie Foundation **Expected outcomes** The pilot is also working in partnership with the Talloires Network, addressing an international call to devise a tool that works across various geographical locations. It is envisaged that a publication that will highlight the efforts of each institution individually and document the collective process (providing a national perspective) will be used to help other countries that wish to advance their own engagement work. This presentation will explore the challenges and opportunities involved in running a national pilot using a framework that has been created for another cultural context. Each HEI takes a different methodological approach to gathering the information required for the pilot.
Campus Engage	**Coordinator and partner institutions** IUA, NUI Galway, UCD, DCU, NUI Maynooth, UCC, UL and Trinity College Dublin **Year of implementation** 2007 **Budget of the project** Funded by the Higher Education Authority and Irish Universities Association **Main experts** All the membership universities and staff. Coordinated at the IUA by Kate Morris. **Expected outcomes** Establishment of a national Irish Network to support and advance civic and community engagement activities in Ireland among institutions of higher education.

5. **Identification of training tools**

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.
CAMPUS ENGAGE SERIES OF HOW TO GUIDES:	
"Community Based Research"	**Type of training tool:** How to Guide – 4 pages **Author:** **O'Mahony, C., Burns, K., McDonnell, C.** **Year of publication:** 2014 **Target group:** Academics **Language:** EN **Webpage:** http://www.campusengage.ie/home
"Civic and Community Engagement"	**Type of training tool:** How to Guide – 4 pages **Author:** O'Mahony, C., McDonnell, C., Wynne, R.

	Year of publication:
	2014
	Target group:
	Academics
	Language:
	EN
	Webpage:
	http://www.campusengage.ie/home
"A Student Guide to Community Engagement"	**Type of training tool:**
	How to Guide – 4 pages
	Author:
	Randles, E., Harmon, L.
	Year of publication:
	2014
	Target group:
	Students
	Language:
	EN
	Webpage:
	http://www.campusengage.ie/home
"A Student Guide to	**Type of training tool:**

Volunteering"	How to Guide – 4 pages **Author:** Hanrahan, G. **Year of publication:** 2014 **Target group:** Students **Language:** EN **Webpage:** http://www.campusengage.ie/home
"Community-based Learning and Research Agreements"	**Type of training tool:** How to Guide – 4 pages **Author:** Burns, K., and Randles, E., **Year of publication:** 2016 **Target group:** Academics **Language:** EN **Webpage:** http://www.campusengage.ie/home

"Ethics of Community-Higher Education Engagement"	**Type of training tool:** How to Guide – 4 pages **Author:** Felzmann, H. **Year of publication:** 2014 **Target group:** Academics **Language:** EN **Webpage:** http://www.campusengage.ie/home
"Community Based Learning"	**Type of training tool:** How to Guide – 4 pages **Author:** McIlrath, L & O'Donnell, C. **Year of publication:** 2014 **Target group:** Academics **Language:** EN

	Webpage:
	http://www.campusengage.ie/home
"Campus Community Partnerships"	**Type of training tool:**
	How to Guide – 4 pages
	Author:
	McIlrath, L, Maher, F & Mulligan, D
	Year of publication:
	2014
	Target group:
	Community
	Language:
	EN
	Webpage:
	http://www.campusengage.ie/home
TRAINING	
Civic Engagement Module	**Type of training tool:**
	12 week module at 10ECTs
	Author:
	McIlrath, L and guest inputs
	Year of publication:
	Devised in 2008 and offered annually

	Target group: Academics **Language:** EN **Webpage:** http://www.nuigalway.ie/cki
The Campus Engage Community-based Learning and Research Kickstart Programme	**Type of training tool:** Training Workshop – One day kick start programme **Author:** 13 trainers from across Irish higher education institutions **Year of publication:** Devised in 2014 and on going **Target group:** Academics **Language:** EN **Webpage:** http://www.campusengage.ie/groups/campus-engage-participate-programme-framework-presentation-2015
Campus Enagge Participate Programme Promotional Video	**Click below to watch a Participate Programme Promotional Video**

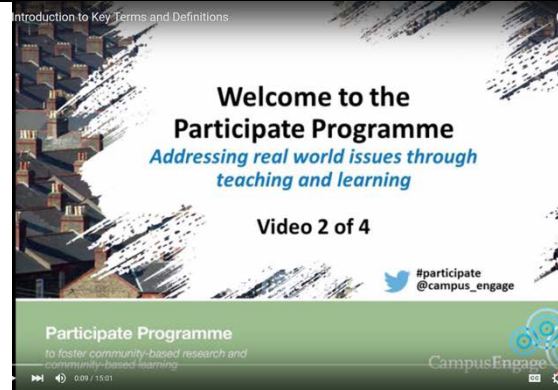| **Campus Enagge Participate Programme Educational Videos for Lecuring Staff**	**How to Implement Community-based Teaching and Research methods and process into ANY curriculum**
	Online Training Videos:
	1. Rationale and Introduction to Community Engagement
	2. Key Terms & Definitions

3. Curriculum Design Options

4. Designing Student Assessments

Campus Engage Charter for Civic and Community Engagement	**Type of training tool: This is a national policy document to drive local community and civic engagement** 10 point Charter signed by all 23 Presidents of Irish Higher Education Institutions **Author:** Campus Engage **Year of publication:** 2014 **Target group:** All Higher Education Institutions **Language:** EN **Webpage:** http://www.campusengage.ie/content/campus-engage-charter-civic-and-community-engagement

Campus Engage Indicative Actions of a Civically Engaged Higher Education Institution	List of indicative actions of a civically engaged HEI to bring the 10 point Charter to practical application **Author:** Campus Engage **Year of publication:** 2015 **Target group:** All Higher Education Institutions **Language:** EN **Webpage:** http://www.campusengage.ie/userfiles/files/CE%20indicative%20actions%202015%281%29.pdf

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: ITALY

1. **Back-ground selection criteria**

We have used several criteria for inclusion of publications and trainers in Italy. First of all, we referred to the definition of service-learning elaborated by Europe Engage, thus excluding publications and trainers related to community service or simply to internships, which is the most common way in Italy of engaging in the community.

To select trainers in Italy, we searched for teaching staff within higher education public institutions and private institutions, that were involved with service-learning activities. Trainers were indicated based on relevant expertise and experience in some kinds of Service-Learning.

Regarding publications we follow the criteria indicated below, that is articles/volumes written by Italian authors and/or in Italian language..

2. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;
- Service-Learning (and/ or community based learning) is one of keywords;
- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;
- Publications on Service-Learning are written by authors from partner countries published in other countries;
- Publications on Service-Learning are written by authors from other countries published in partner countries.

3. Information on publication and research reports:

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
1. A. Vigilante (2014) Il service learning: come integrare apprendimento ed impegno sociale, Educazione Democratica, anno IV, numero 7, 155-193	IT, article, 39 pages; EN Summary not available
2. Beccaria E. (2010), La proposta pedagogica dell'apprendimento servizio. Passi introduttivi e orientamenti di base, Pensa Multimedia, Lecce	IT, book, EN Summary not available
3. Rota M. B. (2012), Sapere, saper fare e saper essere solidali. La proposta dell'Aprendizaje y servicio solidario. Intervista a Maria Nieves Tapia, in Cqia Rivista. Formazione persona lavoro, anno II, numero 4, pp. 281-295.	IT, article, EN Summary not available
4. Tapia M. N. (2006), Educazione e solidarietà. La pedagogia dell'apprendimento-servizio, Città Nuova, Roma	IT, book (translated from Spanish?), EN Summary not available,
5. L. Dallago, F. Cristini, D.Perkins, M.Nation & M. Santinello (2010) The Adolescents, Life Context, and School Project: Youth Voice and Civic Participation, Journal of Prevention & Intervention in the Community, 38:41–54, ISSN: 1085-2352 print=1540-7330 online DOI: 10.1080/10852350903393434	EN, research article, Abstract available (enclosed), Uiversity of Padua, University of Valle d'Aosta (Italy) & Vanderbilt University, Nashville, Tennessee, USA . Tthe article is based on AC&S (Adolescents, Life Context, & School) project, that took place from March to June 2005 in Padua, involving three classes of 12-year-old children.

	(from Abstract: The involvement by teachers, local government, and students in the project led to real actions and improvements in the neighborhood and school and to the creation of an official youth affairs council. The program provides a model for *service-learning* and organized student civic engagement
6. D. Acquadro Maran, G. Soro, A. Biancetti, T. Zanotta (2009), Serving Others and Gaining Experience: A Study of University Students Participation in Service Learning, *Higher Education Quarterly*, 0951–5224 DOI: 10.1111/j.1468-2273.2008.00407.x Volume 63, No. 1, pp 46–63	EN article, abstract availablke (enclosed), University of Turin. An investigation was conducted in 2006 and 2007 to understand the opportunity that *service learning* provides to young adults, community and volunteer associations….As a result, starting from this year, Turin University will be operating the first service learning in Italy.
7 Soro, G. (2004) For a civil psychology. In: D. Acquadro Maran, (Ed.) Sicurezza e qualità della vita: quale ruolo della psicologia, Atti di convegno, Department of Psychology, Torino (pp. 1–16)	IT (EN?) University of Torino: Department of Psychology
8. W. King & G. Polenghi (2015),"Pomp and Circumstance": Industry and Academe Partnering in Service-learning to Build Good Citizenship, Organizational Cultures: An International Journal, Volume 13, Issue 4, pp.1-13. Article: Print (Spiral Bound). Article: Electronic (PDF File; 791.464KB	EN, abstract enclosed. W. King Lecturer, Communication Studies, Longwood University, Farmville, Virginia, USA G. Polenghi Professore incaricato, Marketing dei Servizi, Pontifical University of the Holy Cross, Firenze, Toscana, Italy
9. G. Polenghi & W. King (2015?) A Public Relations Focus on Social Responsibility: Teaching to the Heart of Globally-shared Concerns, International Journal of Interdisciplinary Social Sciences, Volume 6, Issue 1, pp.219-230. Article: Print (Spiral	EN, abstract enclosed W. King Lecturer, Communication Studies, Longwood University, Farmville, Virginia, USA Polenghi Professore incaricato, Marketing dei Servizi,

Bound). Article: Electronic (PDFFile; 795.291KB	Pontifical University of the Holy Cross, Firenze, Toscana, Italy
10 P.G. Rossi, P. Magnoler, L. Giannandrea, (2008) "From an e-portfolio model to e-portfolio practices: some guidelines", Campus-Wide Information Systems, Vol. 25 Iss: 4, pp.219 – 232 http://dx.doi.org/10.1108/10650740810900667	EN, research paper, Dipartimento di Scienze dell'Educazione e della Formazione, Università di Macerata, Macerata, Italy. After five years of experimentation and over 200 e-portfolios analysed, the paper describes lessons learned and suggests some guidelines that might be useful to plan the introduction and the implementation of an eportfolio in post degree courses and for adult and in-service learning.
11. I.Fiorin (2015) La distanza tra l'apprendere e il servire. *International Catholic Journal of Education,* 1	IT, article, EN summary enclosed. Institutional affiliation of author. LUMSA, Rome The article presents the reasons that led the LUMSA university of Rome to establish the School of Higher Formation "Educating to Encounter and Solidarity" . On the one hand, the positive experience of Service Learning, which began with a small group of students a few years ago and now much more widespread; on the other hand, the attention to the requests of the Congregation for Catholic Education, which has a very close relationship with the University, since its origins.(…)

12. I.Fiorin (2013). Fare della scuola una comunità. In: FIORIN I.,(a cura di) Una scuola di qualità. Vol. 1, p. 15-33, BRESCIA:La Scuola, ISBN: 978-88-350-3083-6	IT, book, EN summary not available
13. I.Fiorin (2012) Scuola accogliente, scuola competente. vol. 1, p. 1-189, BRESCIA:La Scuola, ISBN: 978-88-350-2849-9	IT, book, EN summary not available
14. E.Rago (2006) L'arte della formazione. Metafore della formazione esperienziale Franco Angeli, Milano, pp.400	*IT, book, EN summary not available* *From the content: Il Metaphoric Experiential Learning* (Le metafore della formazione esperienziale; I criteri di analisi e progettazione delle metafore esperienziali; La metafora del gioco: gli esercizi e i giochi di formazione; Le metafore dello sport ed il management; <u>Le metafore ambientali-sociali: il service learning;</u> La metafora eno-gastronimica)
15. C. Petrucco (2013). Lo sviluppo delle competenze digitali attraverso il Service Learning, Atti del IX Convegno nazionale della Società Italiana di e-learning, Roma, pp-66-69	*IT, article, EN summary not available* Institutional affiliation of author: *University of Padua*
16. Santinello, M., Verzeletti, C., Dallago, L. & Cristini, F. (2008). Mentoring: una proposta per un tirocinio triennale innovativo. In AAVV (A Cura di). Atti del II Convegno Verso una nuova qualità dell'insegnamento e apprendimento della psicologia: didattica e integrazione del sapere psicologico, pp.511-516. Available on http://convdidattica.psy.unipd.it/	*IT, EN summary not available,* *presentation in congress* Institutional affiliation of authors: University of Padua
17. Marta, E., Santinello, M., (a cura di) (2010). Il Mentoring. Una lettura in ottica di comunità. Edizioni Unicopli, Milano.	*IT, book, EN summary not available* Institutional affiliation of authors: Elena Marta, Catholic University of Milan; Massimo Santinello: university of

	Padua
18. Piccinini, M., Verzeletti, C., & Santinello, M. (2012). Progetto «MentorLink»: un sostegno per la crescita di individui e comunità. Orientamenti Pedagogici, 59:1, 137-151.	*IT, article, EN summary not available* Institutional affiliation of authors: University of Padua

4. **Information on trainers:**

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project
17.Fiorin, Italo 18.Cinque, Maria 19.Rossa, Carina 20.**Consegnati, Simone**	*Italo Fiorin*, Associate Professor at LUMSA, Rome. Pofessor of *Didattica Generale e Pedagogia e Didattica Speciale.* language of instruction – IT, EN, He is director of the High Education School "Educare all'incontro e alla Solidarietà" (Education to encounter and solidarity) (EIS) at LUMSA University, Rome. He is president of the master degree course on Primary Education Sciences at the same university. He coordinated the National Commission of the Italian Ministry Education which developed programs for kindergarten, primary and secondary school. He has published articles and books on SL. Maria Cinque, associate professor at LUMSA, Rome, professor of Pedagogy of Inclusion; - Methodology of Group Work and Animation, she is a coach and a researcher in the Department of Educational Research of Fondazione Rui, a non-profit organization that has two main activities: collegiate halls of residents and studies on student learning, student mobility and welfare. She holds seminars on soft skills in different Italian Universities. Her main research interests focus on coaching and creativity, technologies for teaching and learning, on talent development and management, on soft skills.

	Carina Rossa, coordinator of international projects of EIS and trainer in the CLAYS network of Buenos Aires **Simone Consegnati**, pedagogist, **High education school (EIS) and coordinator of national projects of EIS, expert of educational research.**
21.Bracci, Lavinia	*Lavinia Bracci,* Founder and Director of School of Translation and Interpreting (SSIT), Rome: Specialized degree in Translation and Simultaneous Interpreting in German and Russian. Università degli Studi di Siena, four year course in Portuguese Language. Università per Stranieri di Siena, Specialization in Glotto-technologies and Glotto-didactics. Lavinia has most recently co-authored a text on the FICCS (Full-Immersion: Culture Content and Service) instructional approach that she has developed with the core team of instructors at SIS for the development of reflective intercultural competence entitled "*L'educazione riflessiva interculturale: L'approccio FICCS allo studio della lingua e cultura italiana*". She has also published several articles on language learning, as well as an Italian language text called "Dimmi Tutto!", She co-founded and co-directed the Studying Siena Program, and is founder and director of Siena Italian Studies and the International Center for Intercultural Exchange.
22.Santinello, Massimo 23.Vieno, Alessio	University of Padua, Full professor of community psychology University of Padua, Associate professor of community Psychology

5. **Information on research/ curriculum development projets:**

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts. short description of outputs
1. Project at Siena Lavinia Bracci	Siena Italian Studies (Siena, Italy) Participants in all SIS programs are encouraged to perform service in the community through the IC partner Ulisse Cultural Association. This service can range from 1-5 hours a week and opportunities are in a variety of different service sites. Students might set tables at the city soup kitchen, visit the elderly at a nursing home, teach English to local elementary school children or volunteer on the city ambulance. Volunteering in the community is an unparalleled way to improve language skills, get involved in the local social fabric and make a genuine contribution to the host community. *European Use of Full-Immersion, Culture, Content, Service approach for Language Learning" - EUFICCS* **Coordinator and partner institutions,** Associazione Culturale Ulisse (Siena, Italy), Siena Italian Studies (Siena, Italy), Universidade Fernando Pessoa (Porto, Portugal) and Centro de Lengua y Educaciòn Intercultural (Granada, Spain). **Year of implementation,** November 2011 – October 2014 **Programme or financing institution,** Co-financed by the European Union through the Lifelong Learning Programme – (Key Activity 2 Languages) **Website address;** http://www.sienaitalianstudies.com/ http://www.euficcs.eu/homepage-en/

Short description of outputs

1. Teacher training handbook to work with the innovative methodology (in Italian, Spanish and Portuguese).

The handbook will contain:

- indications for teachers of language and academic (content) courses in order for them to know how to organize their classes and understand their role in the EUFICCS methodology;
- guidelines for the didactic organization of courses and for the evaluation of competences.
- the materials for teaching language and academic courses specifically developed for the EUFICCS methodology;
- the illustration of other activities besides courses (organization of service activities, organization of internship in business entities etc.);
- the criteria to evaluate the acquired competences.

2. Course Design based on this methodology, including contents, tools and evaluation criteria (in Italian, Spanish, and Portuguese).

The course design will contain:

- content course units
- the criteria to evaluate the acquired competences.

3. Guidelines for the use of the EUFICCS methodology with other European languages as second foreign languages (in English)

2. Projects at LUMSA- Roma	**Scuola di Alta Formazione Educare all'incontro e alla solidarietà (EIS)**
Italo Fiorin	The Postgraduate School (Scuola Alta Formazione) directed by prof. **Italo Fiorin**, was established to further develop LUMSA's strong commitment in the field of education.
	The School aims to promote both research and training, not only within the academic world, but also in the wider community so as to foster participation, dialogue, practical initiatives in the spirit of active citizenship.
	The School seeks to examine closely the theoretical foundations of the **Service Learning** method and put them into practice so as to realise the enormous potential that Service Learning offers to students, teachers, managers, teaching and non-teaching staff in schools and universities for professional, cultural and human growth.
	The school organises meetings, lectures, seminars and conferences; it promotes research, keeps records of projects and publishes material on the theme of active citizenship and Service Learning.
	The Service Learning pedagogy offers educational tools for the development of prosocial behaviours, as support service, empathy, taking care of others, solidarity. In doing this, students test skills and competencies required by their school curriculum in real contexts and recalled not only by the national Guidelines for the curriculum, but also by international guidelines, which explicitly advised to connect the learning skills to the citizenship skills. Through this kind of experience, which integrates learning and service, students internalize important values (justice, legality, equality, respect and care for the environment). The students are protagonists in every phase of the project, by the recognition of the needs, the design of the interventions, the development of actions, the evaluation of outcomes. Through the pedagogical approach of Service Learning it is possible to create a solid bond between school and social community. The school community is becoming more open to dialogue with the different actors in the territory: families, local authorities, the business world, the Third Sector, volunteering.
	http://www.lumsa.it/eis_service_learning
3. Project at University of Firenze Patrizia Meringolo,	Patrizia Meringolo is Full professor of Social Psychology, Department of Education Science and Psychology, University of Florence.
	A first experience of Service Learning took place at the University of Florence, involving ten students of the Master degree in „Psychology of the Life cycle and Contexts" during the first semester of 2015/2016.

	The main aim was to promote a different learning on mental health in a local community near Florence. The students took part in two projects: the first was aimed at identifying the effective experiences of online communications for young adults on well-being and mental health; the second was aimed at creating an exploratory research on the topic of suicide, an emerging phenomenon in the local community, with the goal to develop community interventions. In the first project, the students were able to detect the existing experiences and the keywords most used by young adults, analyzing and evaluating online web sites; in the second project, the students were involved in the elaboration of a research tool, used within the local community. Reports were drawn showing the different stages of learning developed during the work in the community. This learning experience was part of the master degree course of Community Empowerment (3 credits), providing for hours of frontal lessons, the reworking of the contents and the dissemination in the local community and in the course. It has been evaluated jointly by the teacher and the supervisor of the Mental Health Service.
3. Project at University of Padua Massimo Santinello	Mentor-UP is a mentoring project proposed by LINK Laboratory (Department of Developmental Psychology and Socialization, University of Padua) for the school year 2011/2012. It is a program of prevention and health promotion based on the creation of a support relationship, which will be developed during a school year. The aim of the program is to facilitate social and personal development of young people aged between 8 and 12 years attending 3rd, 4th and 5th classes of primary schools and 1st and 2nd of Secondary school classes of the city of Padua. The beneficiaries of the intervention are children and young people who are not assumed by professional services. Therefore, students with relational difficulties, young people with educational gaps, people who come from a disadvantaged family context may be potential beneficiaries. Young people are supported by university students properly selected and trained. http://dpss.psy.unipd.it/mentor-up/progetto.php
6. Projects at Polisocial	The social responsibility programme @Politecnico di Milano

Milano	Polisocial aims to place the university in close contact with the dynamics of change in society, extending the university's mission to social issues and needs that arise from the territory, on both a local and global level. The *Teaching in the Field* experimental programme promotes interaction between the University's training activities and local communities to establish a link between teaching activities and intervention and experience in the field. Students and teachers face concrete problems by providing their expertise out of the classrooms and closely with social actors The educational proposals are developed by Polisocial team teachers in close collaboration with an extensive network of representatives of associations, public institutions, foundations and companies with social purposes. http://www.polisocial.polimi.it/it/progetti/
7. Project at University of Bologna	In progress…

6. Identification of training tools

Title of a training tool	**Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in the training/ used the tool; website address; Is summary in EN available.**
5. Guidelines for the use of the EUFICCS methodology	**Type of training tool** Module description **Name of trainers/ authors** Associazione Culturale Ulisse (Siena, Italy), Siena Italian Studies (Siena, Italy), Universidade Fernando Pessoa (Porto,

	Portugal) and Centro de Lengua y Educaciòn Intercultural (Granada, Spain).
	Year of creation
	2014
	Target group
	Guide for teachers, instructors and students
	Language
	English

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: LITHUANIA

1. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;

- Service-Learning (and/ or community based learning) is one of keywords;

- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;

- Publications on Service-Learning are written by authors from partner countries published in other countries;

- Publications on Service-Learning are written by authors from other countries published in partner countries.

- Other

2. **Information on publications and research reports:**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, book, book chapter, didactical book, material / research report/ dissertation, proceedings; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
1. Balčiūnienė, Inga. (2006). Refleksyvių metodų analizė ir įvertinimas dirbant pagal kooperuotų studijų programą. *Jaunųjų mokslininkų darbai*. 2006, Nr. 4(11), p. 44-53.	LT, research article, Šiauliai University, 10 pages. Indexing/ abstracting: CEEOL. Summary is available (enclosed)
2. Balčiūnienė, I. (2007). *Religinio ir pilietinio Ugdymo suderinamumas ir papildomumas.* Daktaro disertacija. Šiauliai: Šiaulių universitetas. 174 p.	LT, Ph.D. thesis. Šiauliai University, 174 pages. Indexing/ abstracting: NO. Summary in EN is available
3. Balčiūnienė, I. (2007). Compatibility and complementability of religious and civic education: summary of the doctoral dissertation : social sciences, education (07 S). Šiauliai: Šiaulių universitetas. 43 p.	EN, Summary of Ph.D thesis. Šiauliai University, 43 pages. Indexing/ abstracting: NO.
4. Balčiūnienė, Inga, & Mažeikienė, Natalija (2008). Benefits of Service-Learning: Evaluations from Students and Communities *Socialiniai tyrimai / Social Research*. 2008. Nr. 1 (11), 53-66, *ISSN 1392-31.* http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/balciuniene.pdf	EN, research article,, Šiauliai University; 13 pages; Indexing/ abstracting: Current Abstracts (EBSCO) Index Copernicus SocINDEX with Full Text (EBSCO), CEEOL. Summary is available (enclosed)
5. Balčiūnienė, Inga, & Mažeikienė, Natalija. (2009). The influence of reflective tools on citizenship development In: Mike Horsley, Jim McCall. (Ed.)Tonsberg (Norway) : IARTEM and Vestfold College, *Peace, democratization and reconciliation in textbooks and educational media.* 9th international conference on research on textbooks and educational media, September 2007. Tonsberg (Norway): IARTEM and Vestfold College, 2009. ISBN 9780958058766. p. 44-56.	EN, research article, proceedings. Šiauliai University and Vytautas Magnus University; 13 pages. Indexing/ abstracting: NO. Summary is not available

	ISBN 9780958058766.	
6.	Balčiūnienė, Inga ir Mažeikienė, Natalija (2009). Mokymasis tarnaujant bendruomenės (service learning) derinant religingumo ir pilietiškumo ugdymą. In: *Tarpdisciplininis diskursas socialiniuose moksluose - 2 : socialinių mokslų doktorantų ir jaunųjų mokslininkų konferencijos straipsnių rinkinys*, 2009. ISSN 2029-3224 p. 11-16.	LT, article in book of proceedings. Šiauliai University and Vytautas Magnus University, 6 pages, Indexing/ abstracting: NO. Summary is not available.
7.	Balčiūnienė, Inga, & Mažeikienė, Natalija. (2010). Educating a Socially Active and Tolerant Citizen: Compatibility between Religious and Civic Education. Socialinis ugdymas. 2010. Nr. 12 (23), p. 106-118.	EN, research article,, Šiauliai University and Vytautas Magnus University; 13 pages; Indexing/ abstracting: SocINDEX with Full Text (EBSCO). Summary is not available
8.	Balčiūnienė, Inga, Mažeikienė, Natalija. (2010). Socialiai atsakingo ir tolerantiško piliečio ugdymas : religinio ir pilietinio ugdymo dermė. *Socialinis ugdymas*. 2010. Nr. 12 (23), p. 32-45.	LT, research article,, Šiauliai University and Vytautas Magnus University; 13 pages; Indexing/ abstracting: SocINDEX with Full Text (EBSCO).
9.	Barzelis, Aidanas, Barcytė, Laura, Mažeikienė, Natalija. (2008). Tarpkultūrinės kompetencijos ugdymas ir raiška kooperuotose studijose (*service-learning*) // Mažeikienė N. (Sud.) (2008). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje*. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 262-327	LT, chapter in the book. Šiauliai University, 65 psl. Indexing/ abstracting: NO. Summary is not available
10.	Barzelis, Aidanas, ir Barcytė, Laura (2009). Studentų tarpkultūrinės kompetencijos ugdymas taikant kooperuotų studijų metodą. *Jaunųjų mokslininkų darbai = Journal of Young Scientists*. 2009, nr.2(23). ISSN 1648-8776 p. 83-90.	LT, research article, Šiauliai University, 8 pages. Indexing/ abstracting: CEEOL. Summary is available (enclosed)
11.	Boland A.J. (2005). Pedagogies for civic engagement in Irish higher education: Principles and practicies in context. In: Sanden, Marie.-Louise, & Zdanevicius, Arnas (Eds.) (2006). *Democracy, Citizenship and Universities*. Kaunas: Vytautas Magnus University Press, p 69-84.	EN, chapter in the book, National Univeristy of Ireland, Galway, 16 pages, Indexing/ abstracting: NO. Summary is not available
12.	Jezerskytė, Edita (2011). *Universiteto dėstytojo inovacinės veiklos turinys tobulinant studijų programas*. Daktaro disertacija (socialiniai mokslai) - Kauno technologijos	LT, Ph.D. thesis. Kaunas University of Technology, 182 pages. Indexing/ abstracting: NO. Summary in EN is

universitetas, 182 p.	available
13. Jezerskytė Edita (2011). *The content of university teacher's innovative activity in developing study programmes* : summary of doctoral dissertation. Kaunas University of Technology, 27 p.	EN, summary of Ph.D. thesis. Kaunas University of Technology; 27 pages. Indexing/ abstracting: NO.
14. Jezerskytė, Edita (2012). Universiteto dėstytojų inovacinės veiklos raiška, diegiant kooperuotų studijų metodą, studijų procese. *Jaunųjų mokslininkų darbai = Journal of Young Scientists* / Šiaulių universitetas. 2012, nr. 4 (37). ISSN 1648-8776 p. 136-142.	LT, research article, Kaunas Technology University, 7 pages. Indexing/ abstracting: CEEOL. Summary is available (enclosed)
15. Juraitė, Kristina. (2005). Exploring the modes of assessment in service-learning and citizenship education. *Profesinis rengimas: tyrimai ir realijos/ Vocational Education. Research and Reality*, *10*, p. 112–119. Kaunas: VDU.	EN, LT, research article,, Vytautas Magnus University; 8 pages; Indexing/ abstracting: CEEOL. Summary is available (enclosed)
16. Juraitė, Kristina.& Genys Daianius (2007). University in the ages of dilemmas: demands of the market and civil society. In: .Sanden, Marie.-Louise, & Zdanevicius, Arnas (Eds.) (2007). *Democracy, Citizenship and Universities*. Kaunas: Vytautas Magnus University Press, p 102-116.	EN, chapter in the book, Vytautas Magnus University, 14 pages, Indexing/ abstracting: NO. Summary is not available
17. Kozma, Judit, & Galambos, Rita. (2005). Service-learning and civic education in Hungarian higher education. *Profesinis rengimas. Tyrimai ir realijos/ Vocational Education. Research and Reality.,* 2005, 10, p. 40-51.	EN, LT, research article,, Debrecen University;11 pages; Indexing/ abstracting: CEEOL. Summary is available (enclosed)
18. Kuznecovienė, Jolanta (2005). Service-learning, work-linked training and citizenship education impact on students' learning outcomes. *Profesinis rengimas: Tyrimai ir realijos*, *10*, p. 100–111. Kaunas:VDU, p. 100- 111.	EN, LT, research article, Vytautas Magnus University;12 pages; Indexing/ abstracting: CEEOL. Summary is available (enclosed)
19. Lenkauskaitė, Jurgita, Mažeikis, Gintautas (2008). Dėstytojų gebėjimai adaptuoti kooperuotų studijų metodą. *Jaunųjų mokslininkų darbai= Journal of Young*	LT, research article, Šiauliai University, 7 pages. Indexing/ abstracting: CEEOL. Summary is available (enclosed)

Scientists. 2008, nr.1(17). ISSN 1648-8776 p. 82-88.	
20. Liukinevičienė, Laima. (2008). *Kooperuotos studijos: organizavimas ir administravimas aukštojoje mokykloje: studijų pagal KS metodą organizavimo ir kokybės vertinimo metodika.* Šiauliai: Šiaulių universiteto leidykla. 88 p.	LT, didactical book, Šiauliai University, 88 p. Indexing/ abstracting: NO. Summary is not available
21. Martinez-Odria, Arantzazu (2007). Service-learning: building partnerships and bridging educational institutions with community. In: .Sanden, Marie.-Louise, & Zdanevicius, Arnas (Eds.) (2007). *Democracy, Citizenship and Universities.* Kaunas: Vytautas Magnus University Press, p 25-55. .	EN, LT, research article, University of Navara; 20 pages; Indexing/ abstracting: CEEOL. Summary is available (enclosed)
22. Martinez-Odria, Arantzazu (2005). Service-learning: an innovative pedagogical approach for training tomorrow's citizens. *Profesinis rengimas. Tyrimai ir realijos/ Vocational Education. Research and Reality.,* 2005, 10, p. 68-87.	EN, chapter in the book, University of Navara, 20 pages, Indexing/ abstracting: CEEOL Summary is not available
23. Mažeikienė, Natalija. (2008). Empirical Research and Assessment of Service-Learning: at the Crossroads of Research Objects, Strategies and Methods. *Socialiniai tyrimai / Social Research.* 2008. Nr. 1 (11), 21–30. *ISSN 1392-31.* *http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/mazeikiene.pdf*	EN, research article, Šiauliai University; 10 pages; Indexing/ abstracting: Current Abstracts (EBSCO) Index Copernicus SocINDEX with Full Text (EBSCO), CEEOL. Summary is available (enclosed)
24. Mažeikienė, Natalija. (2008). Projektas Kooperia: kooperuotų studijų (*service-learning*) adaptacija ir veiksmingumo tyrimas// Mažeikienė N. (Sud.) (2008). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje.* Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 6-29.	LT, chapter in the book. Šiauliai University, 24 psl. Indexing/ abstracting: NO. Summary is not available
25. Mažeikienė, Natalija, Ruškus, Jonas., Vandzinskaitė, Deivida. (2008). Kooperuotų studijų (*service-learning*) edukacinis poveikis: projekto KOOPERIA dalyvių apklausos rezultatai // Mažeikienė N. (Sud.) (2008). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje.* Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 215-261	LT, chapter in the book. Vytautas Magnus University Šiauliai University, 24 psl. Indexing/ abstracting: NO. Summary is not available

26. Mažeikienė, Natalija, Vandzinskaitė, Deivida. (2011). Service-learning in Lithuania: escape from narrow professionalism. *Lifelong learning: continuous education for sustainable development*: proceedings of international cooperation. Vol. 9 / eds. N.A. Lobanov, V.N. Skvortsov, p. 143-146.	EN, research article in book of proceedings. Vytautas Magnus University and Šiauliai University, 4 pages. Indexing/ abstracting: NO. Summary is not available
27. Mažeikis, Gintautas, Šidlauskienė, Virginija, Karvelienė, Regina (2003). *Kooperuotos studijos*. Šiauliai: Šiaulių universiteto leidykla. 95 p.	LT, didactical book, Šiauliai University, 95 p. Indexing/ abstracting: NO.
28. Mažeikis, Gintautas (2004). *Kooperuotų studijų vadovas*. Šiauliai: Šiaulių universiteto leidykla. 23 p.	LT, didactical book, Šiauliai University, 23 p. Indexing/ abstracting: NO.
29. Mažeikis, Gintautas (2007). *Kompetencijų ugdymo sistema taikant kooperuotų studijų metodą: Mokymosi tarnaujant bendruomenėms (Service- Learning) adaptacija Lietuvoje.* Šiauliai: Šiaulių universiteto leidykla, 232 p. .	LT, a monograph. Šiauliai University, 232 psl. Summary is not available Indexing/ abstracting: NO.
30. Mažeikis, Gintautas (2008). Adaptation of Service-Learning in Lithuania: a Hermeneutic Perspective. *Socialiniai tyrimai / Social Research*. 2008. Nr. 1 (11), 6–20. *ISSN 1392-3110,* http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/mazeikis.pdf	EN, research article, Vytautas Magnus University; 15 pages; Indexing/ abstracting: Current Abstracts (EBSCO) Index Copernicus SocINDEX with Full Text (EBSCO), CEEOL. Summary is available (enclosed)
31. Mažeikis, Gintautas, Lenkauskaitė. Jurgita (2008). Kooperuotų studijų (service-learning) adaptavimas Lietuvoje hermeneutinės pedagogikos požiūriu. // Mažeikienė N. (Sud.). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje.* Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 30-104.	LT, chapter in the book. Šiauliai University, 75 psl. Indexing/ abstracting: NO. Summary is not available
32. Murphy T. (2007). Democratic project in educational perspective: rhetoric and	EN, chapter in the book, National Univeristy of Ireland,

reality in Ireland. In: Sanden, Marie.-Louise, & Zdanevicius, Arnas (Eds.) (2006). *Democracy, Citizenship and Universities.* Kaunas: Vytautas Magnus University Press, p. 117-128.	Galway, 12 pages, Indexing/ abstracting: NO. Summary is not available
33. Reingardienė, Jolanta. (2005). University and civic engagement: organizational aspects. *Profesinis rengimas. Tyrimai ir realijos/ Vocational Education. Research and Reality.,* 2005, 10, p. 88-98.	EN, LT, research article, Vytautas Magnus University;11 pages; Indexing/ abstracting: CEEOL. Summary is available (enclosed)
34. Reingardė, Jolanta. (2007). University and civic engagement. In: Sanden, Marie.-Louise, & Zdanevicius, Arnas (Eds.) (2006). *Democracy, Citizenship and Universities.* Kaunas: Vytautas Magnus University Press, p. 56-68.	EN, chapter in the book, Vytautas Magnus University, 13 pages, Indexing/ abstracting: NO. Summary is not available
35. Sanden, Marie-Louise (2005). Higher education in relation to democracy, citizenship and civil society. The Swedish case. *Profesinis rengimas. Tyrimai ir realijos/ Vocational Education. Research and Reality.,* 2005, 10, p. 10-23.	EN, LT; research article, Linkoping University, 14 pages; Indexing/ abstracting: CEEOL. Summary is available (enclosed)
36. Sanden, Marie.-Louise (2007). Students'values on and attitudes toward higher education with citizenship education in focus. In: Sanden, Marie.-Louise, & Zdanevicius, Arnas (Eds.) (2007). *Democracy, Citizenship and Universities.* Kaunas: Vytautas Magnus University Press, p 85-101.	EN, chapter in the book, \ Linkoping University, 16 pages, Indexing/ abstracting: NO. Summary is not available
37. Shafer, Michael (2005). Purpose and pedagogy: rethinking curriculum, courses and classroom practice. *Profesinis rengimas. Tyrimai ir realijos/ Vocational Education. Research and Reality.,* 2005, 10, p. 142-155.	EN, research article, Rutger Center for Global Security and Democracy (USA), 15 pages; Indexing/ abstracting: CEEOL. Summary is available (enclosed)
38. Tubutienė, Vilma (2010). Partnership between University and Regional Organizations in Enhancing Students' Career Competencies. *Socialiniai tyrimai = Social Research:* mokslo darbai. Šiauliai: VšĮ Šiaulių universiteto leidykla. ISSN 1392-3110. 2010, nr.3(20), p .163-174.	EN, research article, Šiauliai University; 11 pages; Indexing/ abstracting: Current Abstracts (EBSCO) Index Copernicus SocINDEX with Full Text (EBSCO), CEEOL, TOC Premier. Summary is available (enclosed)

39. Tubutienė, Vilma, & Mažeikienė, Natalija. (2009) Cooperation between business companies, public authorities and regional university as a way of creating the network of social communication: the case of Siauliai university. *Edukacija Humanistyczna*, Nr.1, „Pedagogium" Wydawnictwo OR TWP, Szczecin (Poland), ISSN 1507-4943, p.178-181.	EN, research article,, Šiauliai University and Vytautas Magnus University; 4 pages; Indexing/ abstracting: Index Copernicus.
40. Valuckienė, Jūratė (2008). Unevenness of Transformation of Educational Paradigm in Science and Practice: Analysis of Experience of Implementation of Service-Learning. *Socialiniai tyrimai / Social Research*. 2008. Nr. 1 (11), *42-52, ISSN 1392-31*. http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/valuckiene.pdf	EN, research article, Šiauliai University; 10 pages; Indexing/ abstracting: Current Abstracts (EBSCO) Index Copernicus SocINDEX with Full Text (EBSCO), CEEOL. Summary is available (enclosed)
41. Valuckienė, Jūratė, Tubutienė, Vilma (2008). Edukacinės paradigmos virsmo galimybės ir problemos taikant Kooperuotų studijų (service-learning) metodą. // Mažeikienė N. (Sud.). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje*. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 166-193.	LT, chapter in the book. Šiauliai University, 27 psl. Indexing/ abstracting: NO. Summary is not available
42. Vandzinskaitė, Deivida (2012). Bendradarbiavimo tinklo tarp universiteto ir socialinių partnerių kūrimas Šiaurės Lietuvos regione: sociokultūrinės kooperuotų studijų adaptacijos atvejis / *Acta humanitarica universitatis Saulensis*. : Regionas: laikas, erdvė, žmonės. 2012, t. 14 ISSN 1822-7309 p. 385-399.	LT, research article, Šiauliai University; 10 pages; Indexing/ abstracting: Index Copernicus, MLA International Bibliography Summary is available (enclosed)
43. Vandzinskaitė, Deivida, Mažeikienė, Natalija. (2008). Kooperuotų studijų *(service-learning*) atvejų analizė, arba projekto KOOPERIA išmoktos pamokos // Mažeikienė N. (Sud.). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje*. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 105-165.	LT, chapter in the book. Šiauliai University Šiauliai University, 52 psl. Indexing/ abstracting: NO. Summary is not available
44. Vandzinskaitė, Deivida, Ruškus, Jonas. (2008). Žinojimo demokratizavimas tiriant kooperuotų studijų (service-learning) veiksmingumą : focus grupės dalyvių	LT, chapter in the book. Šiauliai University and Vytautas

balsai. // Mažeikienė N. (Sud.). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje.* Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 194-214.	Magnus University Šiauliai University, 21 psl. Indexing/ abstracting: NO. Summary is not available
45. Vandzinskaitė, Deivida and Ruškus, Jonas (2008). Experience of Service-Learning Adaptation in Lithuania: Sociocultural Challenges, Pragmatic Benefit and Strategies for Success. *Socialiniai tyrimai / Social Research.* 2008. Nr. 1 (11), *31–42, ISSN 1392-31.* *http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/vandzinskaite.pdf*	EN, research article,, Šiauliai University and Vytautas Magnus University; 12 pages; Indexing/ abstracting: Current Abstracts (EBSCO) Index Copernicus SocINDEX with Full Text (EBSCO), CEEOL. Summary is available (enclosed)
46. Vandzinskaitė, Deivida (2010). *Mokymosi tarnaujant bendruomenei taikymas Lietuvos aukštojoje mokykloje (antropologinė perspektyva).* Daktaro disertacija. Šiauliai: Šiaulių universitetas, 171 p.	LT, Ph.D. thesis. Šiauliai University, 171 pages. Indexing/ abstracting: NO. Summary in EN is available
47. Vandzinskaitė, Deivida (2010). Sociocultural adaptation of service-learning in Lithuanian university : summary of doctoral dissertation : social sciences, education (07 S). Šiauliai: Šiaulių universitetas. 31 p.	EN, summary of Ph.D. thesis. Šiauliai University, Indexing/ abstracting: NO. 31 pages.
48. Vandzinskaitė, Deivida, Mažeikienė, Natalija, Ruškus Jonas. (2010). Educational impact of service-learning: evaluation of citizenship and professional skills development // *Socialiniai mokslai = Social Sciences.* Kaunas: Technologija. ISSN 1392-0758. 2010, nr. 4(70), p. 50-58.	EN, research article,, Šiauliai University and Vytautas Magnus University; 9 pages; Indexing/ abstracting: Current Abstracts (EBSCO), SocINDEX with Full Text (EBSCO), Sociological Abstracts, TOC Premier (EBSCO. Summary is available (enclosed)
49. Vandzinskaitė, Deivida., Mažeikienė, Natalija. (2011). Building university and society partnership through service-learning in Lithuania. *Social research = Socialiniai tyrimai.* 2011, nr. 3(14). p. 56-66.	EN, research article,, Šiauliai University and Vytautas Magnus University; 11 pages; Indexing/ abstracting: Current Abstracts (EBSCO) Index Copernicus

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50. Vandzinskaitė, Deivida, Mažeikienė, Natalija (2012). Merging academic and social environments through service-learning. In: *Lifelong learning:* continuous education for sustainable development: proceedings of the 10th anniversary international cooperation. Vol. 10, part I / eds. N. A. Lobanov, V. N. Skvortsov. Saint-Petersburg: Leningrad State University, p. 120-123.	EN, research article in book of proceedings. Šiauliai University and Vytautas Magnus University, 4 pages. Indexing/ abstracting: NO. Summary is not available
51. Vandzinskaitė, Deivida, Mažeikienė, Natalija (2015). Partnerstwo między uniwersytetem a wspólnotami : service-learning na Litwie. In: Piekarski Jacek, Urbaniak-Zając Danuta (red.). Akademickie kształcenie pedagogów w procesie zmiany : perspektywy teoretyczne i doświadczenia absolwentów. Krakow: Impuls. ISBN 9788378508083, p. 161-183.	PL, chapter in research book, Danish Institute for Study Abroad (DIS) and Vytautas Magnus University, 22 pages, Indexing/ abstracting: NO. Summary is not available
52. Zaleckienė, Irena (2008). Socialinės veiklos metodika "Mokymasis tarnaujant" In: Zaleckienė, Irena (2008). *Socialinės veiklos vadovas. Knyga mokytojui.* Vilnius. P. 28-31.	LT, chapter in didactical book, Vilnius University of Education, 4 p. Indexing/ abstracting: NO. Summary is not available
53. Zdanevičius, Arnas (2005). Service-learning as a strategy for citizenship education. *Profesinis rengimas. Tyrimai ir realijos/ Vocational Education. Research and Reality.,* 2005, 10, p. 134-141.	EN, LT; research article, Linkoping University, 8 pages; Indexing/ abstracting: CEEOL. Summary is available (enclosed)
54. Zdanevičius, Arnas (2007). Service-learning as a strategy for citizenship education. In: Sanden, Marie.-Louise, & Zdanevicius, Arnas (Eds.) (2007). *Democracy, Citizenship and Universities.* Kaunas: Vytautas Magnus University Press, p 12-24.	EN, chapter in the book, Vytautas Magnus University, 13 pages, Summary is not available

3. **Information on research projects and curriculum development/innovation projects:**

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts; objectives; short description of outputs
Project KOOPERIA	Siauliai University – coordinator, Siauliai College and Panevezys College (LT); 2006-2008; EU Structural Funds (European Social Fund) programme. Budget – about 200.000 EUR. Main experts of this project (G.Mažeikis, N.Mažeikienė, J.Ruškus) are currently working at VMU (Vytautas Magnus University). Outputs and results: 800 students participated in the project, 60 teachers were trained, 44 courses were improved by introducing SL, 200 organizations were involved (database of organizations, institutional agreements). 3 books and 15 research articles are published; 2 research dissertations, 3 master theses. Teacher training on S-L (training tools were prepared, including Moodle training course for teachers).
International project 'University – Community Relations in the Baltics'	Rutgers Center for Global Security and Democracy (USA), Lithuanian universities as target group (Siauliai University, Kaunas University of Technology). 2001–2003. Funded by U.S. Department of State, The Bureau of Educational and Cultural Affairs, USA. University teachers from Lithuanian universities were selected and trained in the Rutgers University Citizenship and Service Education (CASE) program.
Project 'Development of Local Democracy. C.A.S.E. at Siauliai University'.	Siauliai University – coordinator, 2002 – 2003. Financed by the Baltic-American Partnership (BAPP) programme.
International project "Dialogue between universities and communities" (CIVICUS)	Vytautas Magnus University is coordinator. Leonardo da Vinci Programme 2004- 2006 – (LT/04/C/F/RF-83850). http://www.civicus.lt. Civicus is an international research project which is devoted to study different forms and strategies of citizenship education and service-learning in Europe and USA. 7 European partners (universities, research centers, NGOs and business institutions) from Greece, Hungary, Lithuania, the Netherlands, Spain and Sweden

4. **Information on trainers:**

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project, contact information (address, email, website, etc.)
24.Gintautas Mažeikis	Vytautas Magnus University (Lithuania), Dr., Professor in Philosophy; research and didactic expertise in SL; language of instruction – LT, EN, RU. **Participation in projects on SL**: 1) 2001-2003. Participation in the project coordinated by Rutgers Center for Global Security and Democracy (USA), Lithuanian universities as target group (Siauliai University, Kaunas University of Technology). 2001–2003. Funded by U.S. Department of State, The Bureau of Educational and Cultural Affairs, USA. University teachers from Lithuanian universities were selected and trained in the Rutgers University Citizenship and Service Education (CASE) program. 2003 - Internship in the Rutgers University Citizenship and Service Education (CASE) program. 2) 2002 – 2003. Development of Local Democracy. C.A.S.E. at Siauliai University' financed by the Baltic-American Partnership (BAPP) programme; 3) 2006-2008. Project on SL 'KOOPERIA' (Siauliai University, Lithuania) financed by EU Structural Funds (European Social Fund) programme. Participation in training of teachers and in research. Author of 1 monograph and co-author of 3 books on SL, author of several articles on SL. **Publications:** 1. Mažeikis, Gintautas, Šidlauskienė, Virginija, Karvelienė, Regina (2003). *Kooperuotos studijos.* Šiauliai: Šiaulių universiteto leidykla. 95 p. 2. Mažeikis, Gintautas (2004). *Kooperuotų studijų vadovas.* Šiauliai: Šiaulių universiteto leidykla. 23 p 3. Mažeikis, Gintautas (2007). *Kompetencijų ugdymo sistema taikant kooperuotų studijų metodą: Mokymosi tarnaujant bendruomenėms (Service- Learning) adaptacija Lietuvoje.* Šiauliai: Šiaulių universiteto leidykla, 232 p. . 4. Mažeikis, Gintautas (2008). Adaptation of Service-Learning in Lithuania: a Hermeneutic Perspective.

	Socialiniai tyrimai / Social Research. 2008. Nr. 1 (11), 6–20. *ISSN 1392-3110,* http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/mazeikis.pdf 5. Mažeikis, Gintautas, Lenkauskaitė. Jurgita (2008). Kooperuotų studijų (service-learning) adaptavimas Lietuvoje hermeneutinės pedagogikos požiūriu. // Mažeikienė N. (Sud.). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje.* Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 30-104. 6. Lenkauskaitė, Jurgita, Mažeikis, Gintautas (2008). Dėstytojų gebėjimai adaptuoti kooperuotų studijų metodą. *Jaunųjų mokslininkų darbai= Journal of Young Scientists*. 2008, nr.1(17). ISSN 1648-8776 p. 82-88. Address: Vytautas Magnus University, Faculty of Political Sciences and Diplomacy, Gedimino Str. 44, Kaunas, Lithuania; e-mail: mazeikisg@yahoo.com
25.Natalija Mažeikienė	Vytautas Magnus University (Lithuania), Dr., Professor in Education; research and didactic expertise in SL; language of instruction – LT, EN, RU. Initiation and participation in the project KOOPERIA (research, training of teachers, teaching to students). Participation in teachers' training in SL and in research on SL. SL teaching experience (courses Gender and Social Work; Communication Management). Editor and co-author of a book on SL, author and co-author of 15 research articles on SL. **Publication:** 1. Balčiūnienė, Inga, & MAŽEIKIENĖ, Natalija (2008). Benefits of Service-Learning: Evaluations from Students and Communities *Socialiniai tyrimai / Social Research*. 2008. Nr. 1 (11), 53-66, *ISSN 1392-31*. *http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/balciuniene.pdf* 2. Balčiūnienė, Inga, & MAŽEIKIENĖ, Natalija. (2009). The influence of reflective tools on citizenship development In: Mike Horsley, Jim McCall. (Ed.) Tonsberg (Norway) : IARTEM and Vestfold College, *Peace, democratization and reconciliation in textbooks and educational media.* 9th international conference on research on textbooks and educational media, September 2007. Tonsberg (Norway): IARTEM and Vestfold College, 2009. ISBN 9780958058766. p. 44-56. ISBN 9780958058766.

3. Balčiūnienė, Inga ir MAŽEIKIENĖ, Natalija (2009). Mokymasis tarnaujant bendruomenės (service learning) derinant religingumo ir pilietiškumo ugdymą. In: *Tarpdisciplininis diskursas socialiniuose moksluose - 2 : socialinių mokslų doktorantų ir jaunųjų mokslininkų konferencijos straipsnių rinkinys*, 2009. ISSN 2029-3224 p. 11-16.

4. Balčiūnienė, Inga, & MAŽEIKIENĖ, Natalija. (2010). Educating a Socially Active and Tolerant Citizen: Compatibility between Religious and Civic Education. Socialinis ugdymas. 2010. Nr. 12 (23), p. 106-118.

5. Balčiūnienė, Inga, MAŽEIKIENĖ, Natalija. (2010). Socialiai atsakingo ir tolerantiško piliečio ugdymas : religinio ir pilietinio ugdymo dermė. *Socialinis ugdymas.* 2010. Nr. 12 (23), p. 32-45.

6. Barzelis, Aidanas, Barcytė, Laura, MAŽEIKIENĖ, Natalija. (2008). Tarpkultūrinės kompetencijos ugdymas ir raiška kooperuotose studijose (*service-learning*) // Mažeikienė N. (Sud.) (2008). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje*. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 262-327

7. Mažeikienė, Natalija. (2008). Empirical Research and Assessment of Service-Learning: at the Crossroads of Research Objects, Strategies and Methods. *Socialiniai tyrimai / Social Research*. 2008. Nr. 1 (11), 21–30. *ISSN 1392-31*. *http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/mazeikiene.pdf*

8. Mažeikienė, Natalija. (2008). Projektas Kooperia: kooperuotų studijų (*service-learning*) adaptacija ir veiksmingumo tyrimas// Mažeikienė N. (Sud.) (2008). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje*. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 6-29.

9. Mažeikienė, Natalija, Ruškus, Jonas., Vandzinskaitė, Deivida. (2008). Kooperuotų studijų (*service-learning*) edukacinis poveikis: projekto KOOPERIA dalyvių apklausos rezultatai // Mažeikienė N. (Sud.) (2008). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje*. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 215-261

10. Mažeikienė, Natalija, Vandzinskaitė, Deivida. (2011). Service-learning in Lithuania: escape from narrow professionalism. *Lifelong learning: continuous education for sustainable development*: proceedings of international cooperation. Vol. 9 / eds. N.A. Lobanov, V.N. Skvortsov, p. 143-146.

11. Tubutienė, Vilma, & MAŽEIKIENĖ, Natalija. (2009) Cooperation between business companies, public authorities and regional university as a way of creating the network of social communication: the case of Siauliai university. *Edukacija Humanistyczna*, Nr.1, „Pedagogium“ Wydawnictwo OR TWP, Szczecin (Poland), ISSN 1507-4943, p.178-181.

12. Vandzinskaitė, Deivida, MAŽEIKIENĖ, Natalija. (2008). Kooperuotų studijų *(service-learning)* atvejų

	analizė, arba projekto KOOPERIA išmoktos pamokos // Mažeikienė N. (Sud.). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje.* Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 105-165. 13. Vandzinskaitė, Deivida, MAŽEIKIENĖ, Natalija, Ruškus Jonas. (2010). Educational impact of service-learning: evaluation of citizenship and professional skills development // *Socialiniai mokslai = Social Sciences.* Kaunas: Technologija. ISSN 1392-0758. 2010, nr. 4(70), p. 50-58. 14. Vandzinskaitė, Deivida., MAŽEIKIENĖ, Natalija. (2011). Building university and society partnership through service-learning in Lithuania. *Social research = Socialiniai tyrimai.* 2011, nr. 3(14). p. 56-66. 15. Vandzinskaitė, Deivida, MAŽEIKIENĖ, Natalija (2015). Partnerstwo między uniwersytetem a wspólnotami : service-learning na Litwie. In: Piekarski Jacek, Urbaniak-Zając Danuta (red.). Akademickie kształcenie pedagogów w procesie zmiany : perspektywy teoretyczne i doświadczenia absolwentów. Krakow: Impuls. ISBN 9788378508083, p. 161-183. Supervision of 3 dissertations on SL. Address: Vytautas Magnus University, Faculty of Social Sciences, Jonavos Str. 66, Kaunas, Lithuania; e-mail: n.mazeikiene@adm.vdu.lt
26.Deivida Vandzianskaitė	Danish Institute for Study Abroad (DIS)**,** Environmental Politics and Society Department (Copenhagen, Denmark). Dr. , research and didactic expertise in SL; language of instruction – LT, EN. Participation in the project KOOPERIA at Siauliai University (research, training of teachers, teaching to students). Participation in teachers' training in SL and in research on SL at Siauliai University. SL teaching experience. Author of Ph.D thesis on SL. Author and co-author of 10 research articles on SL. **Publications:** 1. VANDZINSKAITĖ, Deivida, Mažeikienė, Natalija. (2008). Kooperuotų studijų *(service-learning)* atvejų analizė, arba projekto KOOPERIA išmoktos pamokos // Mažeikienė N. (Sud.). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje.* Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 105-165. 2. VANDZINSKAITĖ, Deivida, Ruškus, Jonas. (2008). Žinojimo demokratizavimas tiriant kooperuotų studijų (service-learning) veiksmingumą : focus grupės dalyvių balsai. // Mažeikienė N. (Sud.).

Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 194-214.

3. VANDZINSKAITĖ, Deivida and Ruškus, Jonas (2008). Experience of Service-Learning Adaptation in Lithuania: Sociocultural Challenges, Pragmatic Benefit and Strategies for Success. *Socialiniai tyrimai / Social Research*. 2008. Nr. 1 (11), *31–42, ISSN 1392-31*. *http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/vandzinskaite.pdf*

4. Mažeikienė, Natalija, Ruškus, Jonas., VANDZINSKAITĖ, Deivida. (2008). Kooperuotų studijų (*service-learning*) edukacinis poveikis: projekto KOOPERIA dalyvių apklausos rezultatai // Mažeikienė N. (Sud.) (2008). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje*. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN 978-9986-38-936-1, p. 215-261

5. Mažeikienė, Natalija, VANDZINSKAITĖ, Deivida. (2011). Service-learning in Lithuania: escape from narrow professionalism. *Lifelong learning: continuous education for sustainable development*: proceedings of international cooperation. Vol. 9 / eds. N.A. Lobanov, V.N. Skvortsov, p. 143-146

6. Vandzinskaitė, Deivida (2012). Bendradarbiavimo tinklo tarp universiteto ir socialinių partnerių kūrimas Šiaurės Lietuvos regione: sociokultūrinės kooperuotų studijų adaptacijos atvejis / *Acta humanitarica universitatis Saulensis*. : Regionas: laikas, erdvė, žmonės. 2012, t. 14 ISSN 1822-7309 p. 385-399.

7. VANDZINSKAITĖ, Deivida., Mažeikienė, Natalija. (2011). Building university and society partnership through service-learning in Lithuania. *Social research = Socialiniai tyrimai*. 2011, nr. 3(14). p. 56-66.

8. VANDZINSKAITĖ, Deivida, Mažeikienė, Natalija (2015). Partnerstwo między uniwersytetem a wspólnotami : service-learning na Litwie. In: Piekarski Jacek, Urbaniak-Zając Danuta (red.). Akademickie kształcenie pedagogów w procesie zmiany : perspektywy teoretyczne i doświadczenia absolwentów. Krakow: Impuls. ISBN 9788378508083, p. 161-183.

Ph.D. thesis on SL:

1. Vandzinskaitė, Deivida (2010). *Mokymosi tarnaujant bendruomenei taikymas Lietuvos aukštojoje mokykloje (antropologinė perspektyva)*. Daktaro disertacija. Šiauliai: Šiaulių universitetas, 171 p.

2. Vandzinskaitė, Deivida (2010). Sociocultural adaptation of service-learning in Lithuanian

	university: summary of doctoral dissertation : social sciences, education (07 S). Šiauliai: Šiaulių universitetas. 31 p. Address: deivida@gmail.com
27.Inga Balčiūnienė	Šiauliai University. Research and didactic expertise in SL; language of instruction – LT, EN. Author of Ph.D thesis on SL. SL teaching experience (the course 'Applied Ethics'). Author and co-author of 7 research articles on SL. **Publications:** 1. Balčiūnienė, Inga. (2006). Refleksyvių metodų analizė ir įvertinimas dirbant pagal kooperuotų studijų programą. *Jaunųjų mokslininkų darbai.* 2006, Nr. 4(11), p. 44-53. 2. Balčiūnienė, Inga, & Mažeikienė, Natalija (2008).Benefits of Service-Learning: Evaluations from Students and Communities *Socialiniai tyrimai / Social Research.* 2008. Nr. 1 (11), 53-66, *ISSN 1392-31.* *http://www.su.lt/bylos/mokslo_leidiniai/soc_tyrimai/2008-11/balciuniene.pdf* 3. Balčiūnienė, Inga, & Mažeikienė, Natalija. (2009). The influence of reflective tools on citizenship development In: Mike Horsley, Jim McCall. (Ed.)Tonsberg (Norway) : IARTEM and Vestfold College, *Peace, democratization and reconciliation in textbooks and educational media.* 9th international conference on research on textbooks and educational media, September 2007. Tonsberg (Norway): IARTEM and Vestfold College, 2009. ISBN 9780958058766. p. 44-56. ISBN 9780958058766. 4. Balčiūnienė, Inga ir Mažeikienė, Natalija (2009). Mokymasis tarnaujant bendruomenės (service learning) derinant religingumo ir pilietiškumo ugdymą. In: *Tarpdisciplininis diskursas socialiniuose moksluose - 2 : socialinių mokslų doktorantų ir jaunųjų mokslininkų konferencijos straipsnių rinkinys*, 2009. ISSN 2029-3224 p. 11-16. 5. Balčiūnienė, Inga, & Mažeikienė, Natalija. (2010). Educating a Socially Active and Tolerant Citizen: Compatibility between Religious and Civic Education. Socialinis ugdymas. 2010. Nr. 12 (23), p. 106-118. 6. Balčiūnienė, Inga, Mažeikienė, Natalija. (2010). Socialiai atsakingo ir tolerantiško piliečio ugdymas

	: religinio ir pilietinio ugdymo dermė. *Socialinis ugdymas*. 2010. Nr. 12 (23), p. 32-45. **Ph.D. thesis on SL:** 7. Balčiūnienė, I. (2007). *Religinio ir pilietinio Ugdymo suderinamumas ir papildomumas*. Daktaro disertacija. Šiauliai: Šiaulių universitetas. 174 p. 8. Balčiūnienė, I. (2007). Compatibility and complementability of religious and civic education: summary of the doctoral dissertation : social sciences, education (07 S). Šiauliai: Šiaulių universitetas. 43 p Address: Siauliai University, Visinskio Str 25, Siauliai, Lithuania; e-mail: balciuniene.inga@gmail.com
28.Vilma Tubutienė	Šiauliai University. Research, didactic expertise and experience in institutionalisation of SL. Language of instruction – LT, EN. Coordinator of the project KOOPERIA at Siauliai University. SL teaching experience. Author of training course on SL for university teachers (online lectures with assignments in Moodle). **Publications:** 1. Tubutienė, Vilma (2010). Partnership between University and Regional Organizations in Enhancing Students' Career Competencies. *Socialiniai tyrimai = Social Research:* mokslo darbai. Šiauliai: VšĮ Šiaulių universiteto leidykla. ISSN 1392-3110. 2010, nr.3(20), p .163-174. 2. Tubutienė, Vilma, & Mažeikienė, Natalija. (2009) Cooperation between business companies, public authorities and regional university as a way of creating the network of social communication: the case of Siauliai university. *Edukacija Humanistyczna*, Nr.1, „Pedagogium" Wydawnictwo OR TWP, Szczecin (Poland), ISSN 1507-4943, p.178-181. 3. Valuckienė, Jūratė, Tubutienė, Vilma (2008). Edukacinės paradigmos virsmo galimybės ir problemos taikant Kooperuotų studijų (service-learning) metodą. // Mažeikienė N. (Sud.). *Kooperuotų studijų sociokultūrinė adaptacija Lietuvoje*. Mokslo studija. Šiauliai: Šiaulių universiteto leidykla, 2008. 328 p. ISBN

	978-9986-38-936-1, p. 166-193. Address: Siauliai University, Faculty of Social Sciences, Architektu Str 1. Siauliai, Lithuania; e-mail: tubutiene@gmail.com

5. Identification of training tools

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.
1. Moodle Training course on SL for teacher	Training course for university teachers (online lectures with assignments in Moodle); author and trainer – Vilma Tubutienė, Šiauliai University (Lithuania); created in 2008 in the framework of the project Kooperia; language - LT; number of topic/ themes -8; ; number of teachers used the tool - 15
2. The book Mažeikis, Gintautas (2007). *Kompetencijų ugdymo sistema taikant kooperuotų studijų metodą: Mokymosi tarnaujant bendruomenėms (Service-Learning) adaptacija Lietuvoje.* Šiauliai: Šiaulių universiteto leidykla, 232 p.	LT; 232 pages; The monograph consists of 2 parts. The first part is dedicated to theory, philosophy and principles of SL. The second part is devoted to practical aspects and issues of organization of SL on the level of study programme and study course. The book contains examples of learning/ teaching and assessment tools (learning logs, diaries, etc.) Target group – university teachers; administrators, managers of studies at universities.

3.	The book (the teachers' guide) Mažeikis, Gintautas (2004). *Kooperuotų studijų vadovas*. Šiauliai: Šiaulių universiteto leidykla.	LT; 23 pages; This manual is devoted to practical aspects and issues of organization of SL on the level of study programme and study course. Target group – university teachers; administrators, managers of studies at universities.
4.	The book. Liukinevičienė, Laima. (2008). *Kooperuotos studijos: organizavimas ir administravimas aukštojoje mokykloje: studijų pagal KS metodą organizavimo ir kokybės vertinimo metodika*. Šiauliai: Šiaulių universiteto leidykla. 88 p.	The book is devoted to institutionalization measures and steps of SL at higher education institution. Target group: administrators, managers of studies at universities.

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: NETHERLANDS

1. **Back-ground selection criteria**

We have used several criteria for inclusion of publications and trainers within the Netherlands. First of all, we strictly adhered to the definition of service-learning composed by Europe Engage: "Service-Learning (sometimes referred to as community based or community engaged learning) is an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students' academic credit for the learning that derives from active engagement within community and work on a real world problem. Reflection and experiential learning strategies underpin the process and the service is link to the academic discipline" (Europe Engage, 2015). Thus we did not include publications and trainers related to solely community service or social internships. Regarding publications we searched for service-learning (and community-based learning, as well as community engaged learning) in the title of publication or as one of the key words. We searched the search results to include publications that were written by authors where at least one of the authors was from the Netherlands, or publications only published in the Netherlands.

To select trainers within the Netherlands, we searched for teaching staff within higher education institutions within the Netherlands, whom have shown to be involved with service-learning activities for several years. That is to say, that we selected teaching staff guiding and/or teaching courses that involved service-learning for five years or more.(both in terms of teaching actual service-learning activities for several years > 2 years, and who have written publications regarding service-learning.

2. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;

- Service-Learning (and/ or community based learning) is one of keywords;

- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;

- Publications on Service-Learning are written by authors from partner countries published in other countries;

- Publications on Service-Learning are written by authors from other countries published in partner countries.

Important note: within the Netherlands we have a lot of publications and trainers available considering social internships (in dutch: Maatschappelijke stages) within high schools and Schools of Applied Science, nevertheless this is not service-learning.

3. **Information on publication and research reports:**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
1. Meijs, L.C.P.M. & Voort, J.M. van der (2005). Experimenteren met service learning: werken in de samenleving als onderwijsmethode. *Vrijwillige Inzet Onderzocht, 2*(1), 46-55. https://www.movisie.nl/sites/default/files/alfresco_files/Werken%20in%20de%20samenleving%20als%20onderwijsmethode1%20[MOV-516461-0.1].pdf	Dutch; research paper; Rotterdam School of Management Erasmus University; 9 pages; no English summary available.
2. Bekkers, R. (2008). Service Learning and the Development of Civic-mindedness in the	English; research paper; Vrije Universiteit Amsterdam; 42 pages.

	Netherlands. *Youth and Politics: Strange Bedfellows.* http://s3.amazonaws.com/academia.edu.documents/30943371/civicmindedness.pdf?AWSAccessKeyId=AKIAJ56TQJRTWSMTNPEA&Expires=1449510201&Signature=XfoNU3GuvmncFSaKQY%2BbZJqQA9o%3D&response-content-disposition=inline%3B%20filename%3DService_Learning_and_the_Development_of.pdf	
3.	Haski-Leventhal, D., Gronlund, H., Holmes, K., Meijs, L.C.P.M., Cnaan, R.A., Handy, F., Brudney, J.L., Hustinx, L., Kang, C., Kassam, M., Pessi, A., Ranade, B., Smith, K., Yamauchi, N & Zrinscak, S. (2010). Service learning: findings from a 14 nations study. *Journal of Nonprofit and Public Sector Marketing, 22*(3), 161-179. http://www.tandfonline.com/doi/full/10.1080/10495141003702332	English; research paper; several (for institutional affiliatons of the authors, please see the research paper itself); 18 pages. English abstract available.
4.	Van der Voort, J. M., Meijs, L. C., & Whiteman, G. (2005). Creating Actionable Knowledge: Practicing Service-Learning in a Dutch Business School Context.*Educating Managers Through Real World Projects (Information Age, Charlotte, NC)*, 149-180.	Englisch; unknown; Rotterdam School of Management, Erasmus University; 31 pages; not online aviable.
5.	Roza, L. & Meijs, L.C.P.M. (2014). Involved learning. In L Bridges Karr, L.C.P.M Meijs & J. Metz (Eds.), *Volunteering and Youth Services. Essential readings for social work, social policy and urban management* (pp. 145-163). Amsterdam: SWP.	English; book chapter; Rotterdam School of Management Erasmus University; 18 pages.

4. Information on trainers:

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project
1. Lucas C.P.M. Meijs	Rotterdam School of Management, Erasmus University; Professor in Strategic Philanthrophy, Volunteering, Civil Society & Businss; Dutch and Englisch; Development of a Service-Learning course at Rotterdam School of Management and teaching this course since 2005/2006, multiple publications on Service-Learning (see above).

5. Information on research/ curriculum development projects:

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts. short description of outputs
None	

6. Identification of training tools

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.
None	

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: PORTUGAL

1. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;

- Service-Learning (and/ or community based learning) is one of keywords;

- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;

- Publications on Service-Learning are written by authors from partner countries published in other countries;

- Publications on Service-Learning are written by authors from other countries published in partner countries.

- Other

Introductory Remarks:

Within this Output it is crucial to report the data presented are included after a prolonged and systematic review of potential literature on the service learning written in Portuguese or regarding the Portuguese HEI. We have been confronted with the following series of concerns that guided the bibliographic search entailed:

a) The terms service leaning or community-based learning are not generalized in the HEI practice, however the concerns for civic engagement of students and the connections of Universities to Communities is present;

b) The search for literature was marched with reports from practice and the results presented are exclusively related with HEI organizations that published work that integrate specific characteristics of service learning;

c) A profuse amount of references was identified in publications in Portuguese but related with Brazilian HEI, where the practice of SL is very evident and central to the development and appreciation of Universities;

2. Information on publications and research reports:

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, book, book chapter, didactical book, material / research report/ dissertation, proceedings; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
1. Filipa Heitor & Clara Sofia Veiga (2012) **Voluntariado no Ensino Superior: Oportunidades para a mudança no desenvolvimento psicológico** Atas do II Congresso Nacional da RESAPES – AP Instituto Superior de Contabilidade e de Administração do Porto, Portugal, maio de 2012 https://recipp.ipp.pt/bitstream/10400.22/1980/1/COM_FilipaHeitor_2012.pdf	LT, Refletiion paper, Instituto Politécnico do Porto, 13 pages. Summary is available (enclosed) The path of students in the Higher Education should be encompassed of quality standards for formal training and personal development, including social and civic learning

	(Almeida & Santos, 2002). Academy represents intensive growth and intensive opportunities through the diversity of learning experiences. These changes lead to changes in several spheres of the student's lives (personal, social and contextual) that are challenging (Chickering & Reisser, 1993; Dias, 2006). These new contexts may be perceived has significant and stimulant and facilitate the development and student social integration, however negative experiences may lead to disorganization and desadjustment (Dias, 2006).
2. Veiga, C. S. (2008). *O impacto do envolvimento dos estudantes universitários em actividades extra-curriculares no Empowerment e no Desenvolvimento Cognitivo-Vocacional.* (Tese de Doutoramento). Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto.	Doctoral Thesis on the impact of extra-curricular activities in their empowerment and cognitive and vocational development. The activities include the participation in civic activities articulated within University-Community collaborations.
3. Menezes, I (2003). Participation experiences and civic education projects. *European Educational Research Journal*, 2, 430-445.	Article: 15 pages ABSTRACT This article considers participation experiences of 14 year-old and upper secondary students in six European countries that were involved in the International Association for the Evaluation of Educational Achievement (IEA) Civic Education Study: the Czech Republic, Norway, Portugal, Slovenia, Sweden and Switzerland, countries that vary in their history of institution of democratic regimes. Participation has been

This experience is reported in Upper Secondary School Students, but is refered as a predictor for future experiences, and this scholar is currently very engaged in the research of student civic and political engagement. So it is a reference in terms of training.

considered as a crucial dimension of citizenship, and experiences within civil society are viewed as a relevant opportunity for developing personal and social resources essential for the survival and expansion of democracy. Additionally, participation experiences in adolescence seem to be a good predictor of political engagement during adult life. Results show that participation is most evident in organisations that provide enrichment activities (sports, music, computers), but both 14 year-old and upper secondary students are involved in voluntary activities, in some civic-related organisations (mainly Scouts, religious affiliated and environmental), and in experiences within the school (with student councils and school newspapers at the top). However, cross-national and cross-age vari

ations are significant.

Overall, there seems to be a positive impact of the frequency of students involvement on civic concepts, attitudes and engagement, but results also reveal that more is not necessarily better. The most relevant implication for the development of citizenship education projects is that 'action' can be a powerful learning tool but only if it is intentionally designed and systematically supported: the quality of participation experiences, both in terms of meaningful involvement, of interaction with (different) others, and opportunities for personal integration, is therefore crucial if the goal is to promote the personal empowerment and social pluralism on which the essence of democracy relies.

4. Caetano, Andreia; Rodrigues, Mariana; Ferreira, Pedro D; Araújo, Helena C; Menezes , I. 2012. Análise multinível das condições estruturais da educação para a cidadania (EC) na europa: As políticas europeias de EC e as visões de organizações não-governamentais (ONG) no campo da EC. . In Educação para a cidadania participatória em sociedades em transição: Uma visão europeia, ibérica e nacional das políticas e práticas de educação para a cidadania em contexto escolar , 17 - 41. . Porto: CIIE.	Book chapter (24 pages) Published in Portuguese on a multilevel analysis of the structural conditions for education towards citizenship in Europe.
5. Armando Loureiro / Artur Cristóvão (2000) A UNIVERSIDADE AO ENCONTRO DA COMUNIDADE: TRAÇOS DO PERFIL DA ACTIVIDADE DE EXTENSÃO DE UMA UNIVERSIDADE. Revista Portuguesa de Educação, Universidade do Minho rpe@iep.uminho.pt - ISSN (Versión impresa): 0871-9187 PORTUGAL Revista Portuguesa de Educação, año/vol. 13, número 002 Universidade do Minho Braga, Portugal, pp. 243-266	Article (23 pages) **Abstract** The study of the relations of Universities and Communities is usually focused higher or lower proximity among both. This proposal reflects from a case study, characterizing the profile of the UTAD (University of Trás os Montes e Alto Douro), and the results focus on the methods and techniques to support rural development through interinstitutional cooperation at a Masters Level.
Ana Costa*; Luísa Faria* (2013) Aprendizagem social e emocional: Reflexões sobre a teoria e a prática na escola portuguesa Análise Psicológica, vol.31 no.4 Lisboa dez. 2013 http://www.scielo.mec.pt/scielo.php?pid=S0870-82312013000400007&script=sci_arttext&tlng=pt * Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto	**Article** Does the school of nowadays enhances the social and emotional learning of the students? Within a qualitative exploratory study, twelve teachers' discourses were analysed, mainly females (75%), with ages between 32 and 57 years-old (M=44.3; SD=8.95), of which 50% teaches or have taught social and emotional learning courses, aiming to contribute to the understanding of school's role on the promotion of social and emotional skills in the secondary

	education. Using an open-ended questionnaire, designed specifically to this study, teachers' perceptions about the importance of these areas, the strategies used on their promotion and their perspective about the current *curriculum* modifications in the Portuguese context were explored. The data analysis was conducted using the *NVivo 8.0.* In general, although all the participants revealed an implicit recognition of the importance of this area and the investment in curricular and co-curricular strategies to approach it of the students, the social and emotional learning still requires redefinition and valorization as a particular objective of the school's role in order to become a reality to all students. In that way, social and emotional learning can contribute to promote and anchor the student's cognitive development within a more harmonious global development framework.

3. **Information on research projects and curriculum development/innovation projects:**

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts; objectives; short description of outputs
Project PIDOP (Partner)	https://www.researchgate.net/profile/Norberto_Ribeiro/publication/262872359_Education_and_Citizenship_Redemption_or_Disempowerment_A_Study_of_Portuguese-Speaking_Migrant_(and_Non-Migrant)_Youth_in_Portugal/links/55eb30a208ae21d099c5e6a2.pdf Education and Citizenship: redemption or disempowerment? A Study of Portuguese-Speaking Migrant (and Non-migrant) Youth in Portugal NORBERTO RIBEIRO, CARLA MAL AFAIA ALMEIDA, MARIA FERNANDES-

JESUS, TIAGO NEVES, PEDRO D.FERREIRA & ISABEL MENEZES

Centre for Educational Research and Intervention (CIIE),

Faculty of Psychology and Education Sciences, University of Porto, Portugal

ABSTRACT The institution of the European Union has had important implications on educational

policies throughout Europe, with a growing emphasis on 'Citizenship Education' since the mid-1990s.

This can be interpreted as a response to phenomena such as the rise of ethnocentrism and xenophobia and of political disaffection of both older and younger citizens. Departing from Weiler's notion of educational reform as compensatory legitimation, this article analyses the case of migrant youth in Portugal, which is particularly interesting for two reasons. The first is that migrant policies in Portugal have been extremely well evaluated by international agencies, in terms of their potential for the inclusion of migrants. The second is the fact that the migrant groups considered here, Angolans and Brazilians, both have Portuguese as their first language, hence not facing a 'classical' barrier to social inclusion. The research presents Portuguese data collected under the European project, Processes Influencing Democratic Ownership and Participat

ion (PIDOP), and confronts the vision of policy makers, national and migrant youths, their parents, and their teachers. On the whole, results suggest that there is a huge gap between educational policy and the real life of schools that partly explains the (dis)empowerment of both migrant and national youth. However, in looking at this process, we must also recognise the complex role of generational factors, cultural capital, and political structures (both in the home and host contexts) in explaining youth civic and political engagement and participation.

4. Information on trainers:

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project, contact information (address, email, website, etc.)

2. Isabel Menezes	
	Faculdade de Psicologia e Ciências da Educação University of Oporto http://www.degois.pt/visualizador/curriculum.jsp?key=8156685591300940 (Link for CV Portal) imenezes@fpce.up.pt
3. José Ornelas	ISPA – IU http://www.degois.pt/visualizador/curriculum.jsp?key=2279090001894991 jornelas@ispa.pt

5. Identification of training tools

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: SPAIN

1. **Background of the selection criteria**

Information on publications and research reports was gathered through Dialnet, which is a Spanish open access database that indexes scholarly journal articles, book chapters, theses and monographs published in Spain. 288 documents were retrieved.

Other publications and research reports, not included in Dialnet, were gathered through Web of Science (WOS) (44), Scopus (16) and Google (16).

Doctoral thesis (11) were identified by asking S-L experts.

11 Trainers were identified by two experts who are members of the Spanish S-L Network and the Spanish University S-L Network.

3 Websites were used for identifying training tools. These websites were known to the project partners.

2. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;

- Service-Learning (and/ or community based learning) is one of keywords;

- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;

- Publications on Service-Learning are written by authors from partner countries published in other countries;

- Publications on Service-Learning are written by authors from other countries published in partner countries.

- Other

3. **Information on publications and research reports: Dialnet.**

1. Edo i Basté, M, Blanch Gelabert, S, Armengol Asparó, C. (2015). El grado de educación infantil de la UAB, apostando por el prácticum. Tendencias pedagógicas. Nr 26, pp. 109-130. ISSN 1133-2654. http://dialnet.unirioja.es/servlet/articulo?codigo=5247172http://dialnet.unirioja.es/servlet/articulo?codigo=5247172	SPA, research paper, Universitat Autònoma de Barcelona; 21 pages; Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
2. Pegalajar Palomino, M, Cámara Estrella, A. (2014). Aprendizaje-servicio una propuesta pedagógica para la formación en competencias en educación superior. Hekademos: revista educativa digital. Nr 16, pp. 83-90. ISSN-e 1989-3558. http://dialnet.unirioja.es/servlet/articulo?codigo=5238533http://dialnet.unirioja.es/servlet/articulo?codigo=5238533	SPA, research paper, Universidad Católica de Murcia, Universidad de Jaén; 7 pages; Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
3. Mayor Paredes, D. (2014). El aprendizaje-servicio como práctica educativa que promueve relaciones colaborativas entre la escuela-comunidad. Hekademos: revista educativa digital. Nr 16, pp. 35-41. ISSN-e 1989-3558. http://dialnet.unirioja.es/servlet/articulo?codigo=5238528http://dialnet.unirioja.es/servlet/articulo?codigo=5238528	SPA, research paper, Ayuntamiento de Almería; 6 pages; Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
4. Leiva Olivencia, J, Pedrero García, E, Pérez Galán, R. (2014). Las comunidades de aprendizaje como estrategia de desarrollo y compromiso pedagógico en la formación inicial del profesorado. Hekademos: revista educativa digital. Nr 16, pp. 51-58. ISSN-e 1989-3558. http://dialnet.unirioja.es/servlet/articulo?codigo=5238530http://dialnet.unirioja.es/servlet/articulo?codigo=5238530	SPA, research paper, Universidad de Málaga; 7 pages; Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
5. Puig Rovira, J, Campo Cano, L. (2015). El aprendizaje servicio, una propuesta innovadora para trabajar con la comunidad. Aula de innovación educativa. Nr 245, pp. 47-51. ISSN 1131-995X. http://dialnet.unirioja.es/servlet/articulo?codigo=5235222http://dialnet.unirioja.es/servlet/articulo?codigo=5235222	SPA, research paper, no data, 4 pages, no data, no data, no data.
6. Gezuraga Amundarain, M, Malik Liévano, B. (2015). Orientación y acción tutorial en la universidad: aportes desde el aprendizaje–servicio. Revista Española de Orientación y Psicopedagogía. Nr 2, pp. 8-25. ISSN 1139-7853, ISSN-e 1989-7448.	SPA, research paper, Universidad del País Vasco, Universidad Nacional de Educación a Distancia; 17 pages; Indexing/

http://revistas.uned.es/index.php/reop/article/view/15213/13334http://revistas.uned.es/index.php/reop/article/view/15213/13334	abstracting: Dialnet with Full Text. Summary is available in EN.
7. Capella Peris, C, Gil Gómez, C, Martí Puig, M, (2013). Aprendizaje-servicio, historias de vida y educación física. Fòrum de Recerca. Nr 18, pp. 395-416. ISSN-e 1139-5486. http://repositori.uji.es/xmlui/bitstream/handle/10234/132487/26.%20Capella%2c%20Carlos%20-%20Aprendiizaje-servicio.pdf?sequence=1http://repositori.uji.es/xmlui/bitstream/handle/10234/132487/26. Capella%2c Carlos - Aprendiizaje-servicio.pdf?sequence=1	SPA, research paper, Universitat Jaume I; 21 pages; no data: Dialnet with Full Text.
8. Ortega Tudela, J, Cámara Estrella, A, Díaz Pareja, E. (2015). Aprendizaje-Servicio como estrategia favorecedora del desarrollo de la competencia mediática en futuros docentes. Cultura y Educación: Revista de teoría, investigación y práctica. Nr 2 (27), pp 448-454. ISSN 1135-6405, ISSN-e 1578-4118. http://dialnet.unirioja.es/servlet/articulo?codigo=5177238http://dialnet.unirioja.es/servlet/articulo?codigo=5177238	SPA, research paper, no data, 6 pages, Indexing/ abstracting: Dialnet. Summary is avilable in En.
9. Barrón Ruiz, A, Muñoz Rodríguez, J. (2015). Los huertos escolares comunitarios fraguando espacios socioeducativos en y para la sostenibilidad. Foro de Educación. Nr 19, pp 213-239. ISSN 1698-7799, ISSN-e 1698-7802. http://dialnet.unirioja.es/servlet/articulo?codigo=5153364http://dialnet.unirioja.es/servlet/articulo?codigo=5153364	SPA, research paper, Universidad de Salamanca; 26 pages; Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
10. Vázquez Verdera, V. (2015). El aprendizaje-servicio: una estrategia para la formación de competencias en sostenibilidad. Foro de Educación. Nr 19, pp 193-212. ISSN 1698-7799, ISSN-e 1698-7802. http://dialnet.unirioja.es/servlet/articulo?codigo=5153350http://dialnet.unirioja.es/servlet/articulo?codigo=5153350	SPA, research paper, Universidad de Valencia; 19 pages; Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
11. Scourfield McLauchlan, J, Patlis, L. (2015). Cómo cultivar la ciudadanía global en la educación superior: Compromiso cívico y aprendizaje-servicio en un programa en el extranjero. Revista internacional de educación para la justicia social (RIEJS). Nr 1	SPA, research paper, University of South Florida St. Petersburg, Free International University of Moldova; 18 page; Indexing/

(4), pp 111-129. ISSN-e 2254-3139. http://dialnet.unirioja.es/servlet/articulo?codigo=5146254http://dialnet.unirioja.es/servlet/articulo?codigo=5146254	abstracting: Dialnet with Full Text. Summary is available in EN.
12. Lleixá Arribas, T, Ríos, M. (2015). Aprendizaje Servicio en la Formación del Profesorado de Educación Física, en la Prisión Modelo de Barcelona. Qualitative Research in Education. Nr 2 (4), pp 106-133. ISSN-e 2014-6418. http://dialnet.unirioja.es/servlet/articulo?codigo=5134482http://dialnet.unirioja.es/servlet/articulo?codigo=5134482	SPA, research paper, Universitat de Barcelona; 27 pages; Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
13. Hernández van Waes, O. (2015). Experiencia de aprendizaje-servicio llevada a cabo en un barrio pamplonés; realidad y reflexiones. TS nova: trabajo social y servicios sociales. Nr 11, pp 55-68. ISSN 2171-6005. http://dialnet.unirioja.es/servlet/articulo?codigo=5133379http://dialnet.unirioja.es/servlet/articulo?codigo=5133379	SPA, research paper, no data.
14. Christoph, N. (2015). Learning Through Service: a testimonio on the Pedagogical and Scholarly Benefits of Service Projects Conducted by Teachers of Spanish. Hispania. Nr 2 (98), pp 346-355. ISSN 0018-2133. http://dialnet.unirioja.es/servlet/articulo?codigo=5115667http://dialnet.unirioja.es/servlet/articulo?codigo=5115667	EN, research paper, no data; 9 pags, no data.
15. Martín del Pozo, M, Rascón Estébanez, D. (2015). La educación literaria una oportunidad de aprendizaje-servicio para la formación integral del futuro maestro. Profesorado: Revista de curriculum y formación del profesorado. Nr 1 (19), pp 350-366. ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092308http://dialnet.unirioja.es/servlet/articulo?codigo=5092308	SPA, research paper, Universidad de Valladolid; 16 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
16. Capella Peris, C, Gil Gómez, J, Martí Puig, M, Chiva Bartoll, O. (2015). Estudio de caso múltiple con historias de vida en el grado de educación infantil aprendizaje-servicio en la didáctica de la educación física. Profesorado: Revista de curriculum y	SPA, research paper, Universitat Jaume I; 14 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.

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17. Rodríguez-Gallego, M, Ordez-Sierra, R. (2105). Una experiencia de aprendizaje-servicio en comunidades de aprendizaje. Profesorado: Revista de curriculum y formación del profesorado. Nro 1 (19), pp 314-333. ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092306http://dialnet.unirioja.es/servlet/articulo?codigo=5092306	SPA, research paper, Universidad de Sevilla; 19 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
18. Corbatón Martínez, R, Moliner Miravet, L, Martí Puig, M, Gil Gómez, J, Chiva Bartoll, O. (2015). Efectos académicos, culturales, participativos y de identidad del aprendizaje-servicio en futuros maestros a través de la educación física. Nr 1 (19), pp 280-297, ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092304http://dialnet.unirioja.es/servlet/articulo?codigo=5092304	SPA, research paper, Universidat Jaime I; 17 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
19. Mayor Paredes, D, Rodríguez, R. (2015). Aprendizaje-servicio construyendo espacios de intersección entre la escuela-comunidad-universidad. Profesorado: Revista de curriculum y formación del profesorado. Nr 1 (19), pp 262-279, ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092303http://dialnet.unirioja.es/servlet/articulo?codigo=5092303	SPA, research paper, Universidad de Almería; 17 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
20. Martínez Domínguez, B, Martínez Domínguez, I. (2015). El aprendizaje servicio y la formación inicial de profesionales de la educación. Profesorado: Revista de curriculum y formación del profesorado. Nr 1 (19), pp 244-260, ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092302http://dialnet.unirioja.es/servlet/articulo?codigo=5092302	SPA, research paper, Universidad del País Vasco; 16 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
21. Opazo Carvajal, H, Ramírez, Ch, García Peinado, R, Lorite, M. (2015). La ética	SPA, research paper, Universidad Autónoma de Madrid; 31 pages,

en el aprendizaje-servicio (ApS) un meta-análisis a partir de Education Resources Information Center (ERIC). Profesorado: Revista de curriculum y formación del profesorado. Nr 1 (19), pp 144-175, ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092300http://dialnet.unirioja.es/servlet/articulo?codigo=5092300	Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
22. Martínez Vivot, M, Folgueiras Bertomeu, P. (2015). Evaluación participativa, aprendizaje-servicio y Universidad. Profesorado: Revista de curriculum y formación del profesorado. Nr 1 (19), pp 129-143, ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092295http://dialnet.unirioja.es/servlet/articulo?codigo=5092295	SPA, research paper, Universidad de Buenos Aires, Universidad de Barcelona; 14 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
23. Rubio Serrano, L, Puig Rovira, J , Martín, X, Palos Rodríguez, J. (2015). Analizar, repensar y mejorar los proyectos una rúbrica para la autoevaluación de experiencias de aprendizaje servicio. Profesorado: Revista de curriculum y formación del profesorado. Nr 1 (19), pp 111-126, ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092293http://dialnet.unirioja.es/servlet/articulo?codigo=5092293	SPA, research paper, Universidad de Buenos Aires, Universidad de Barcelona; 15 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
24. Aramburuzabala, P, Cerrillo Martín, R, Tello Díaz-Maroto, I. (2015). Aprendizaje-servicio. Una propuesta metodológica para la introducción de la sostenibilidad curricular en la Universidad. Profesorado: Revista de curriculum y formación del profesorado. Nr 1 (19), pp 78-95, ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092292http://dialnet.unirioja.es/servlet/articulo?codigo=5092292	SPA, research paper, Universidad de Buenos Aires, Universidad Autónoma de Madrid; 17 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
25. Batlle, R, García Villatoro, M, Parpal, C, García García, M. (2015). Dibujando caminos 26. el aprendizaje-servicio en la educación en el tiempo libre. Profesorado: Revista de curriculum y formación del profesorado. Nr 1 (19), pp 60-77, ISSN-e 1138-414X. http://dialnet.unirioja.es/servlet/articulo?codigo=5092291http://dialnet.unirioja.es	SPA, research paper, Ashoka España , Universidad de Cádiz; 17 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.

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27. Mesquida González, J, Quiroga Raimúndez, V, Boixadós Porquet, A. (2014). Trabajo Social, diversidad sexual y envejecimiento. Una investigación a través de una experiencia de aprendizaje-servicio. Alternativas: cuadernos de trabajo social. Nr 21, pp 177-192, ISSN 1133-0473, ISSN-e 1989-9971. http://dialnet.unirioja.es/servlet/articulo?codigo=5069899http://dialnet.unirioja.es/servlet/articulo?codigo=5069899	SPA, research paper, Universidad de Alicante.; 15 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
28. Figueroa Ibérico, A. (2013). Fortalecimiento de la formación ciudadana en la escuela secundaria una propuesta de aprendizaje-servicio. Educación. Nr 43 (22), pp 51-70. ISSN-e 2304-4322, ISSN 1019-9403. http://dialnet.unirioja.es/servlet/articulo?codigo=5056912http://dialnet.unirioja.es/servlet/articulo?codigo=5056912	SPA, research paper, Universidad de São Paulo; 19 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
29. Chiva Bartoll, O, Corbatón Martínez, R, Gil, J, Zorrilla Silvestre, L. (2015). Efecto de un programa de aprendizaje-servicio sobre el clima motivacional en la asignatura "Actividad físico-deportiva y salud". Tándem: Didáctica de la educación física. Nr 48, pp 47-55. ISSN 1577-0834. http://dialnet.unirioja.es/servlet/articulo?codigo=5035389http://dialnet.unirioja.es/servlet/articulo?codigo=5035389	SPA, research paper, no data.
30. Salgado Robles, F. (2014). Los efectos del Aprendizaje-Servicio en la adquisición de la variación regional por aprendices de español en un contexto de inmersión el caso del leísmo vallisoletano. RAEL: revista electrónica de lingüística aplicada. Nr 1 (13), pp 233-258. ISSN 1885-9089. http://dialnet.unirioja.es/servlet/articulo?codigo=5031526http://dialnet.unirioja.es/servlet/articulo?codigo=5031526	SPA, research paper, the city university of new york; 25 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
31. Sotelino Losada, A. (2014). Aprendizaje-servicio en las universidades gallegas. Evaluación y propuesta de desarrollo. Teoría de la educación. Nr 2 (26), pp 262-264. ISSN 1130-3743.	SPA, research paper, Universidad Santiago de Compostela; 2 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is

http://dialnet.unirioja.es/servlet/articulo?codigo=5021078http://dialnet.unirioja.es/servlet/articulo?codigo=5021078	available in EN.
32. Puig Rovira, J , Graell Martín, M, La Cortel Mañé, G. (2014). Donación de sangre y educación para la ciudadanía. Una aproximación desde el aprendizaje servicio y la Teoría del Don. Teoría de la educación. Nr 2 (26), pp 141-162. ISSN 1130-3743. http://dialnet.unirioja.es/servlet/articulo?codigo=5021071http://dialnet.unirioja.es/servlet/articulo?codigo=5021071	SPA, research paper, Universidad de Barcelona; 21 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
33. Ramón Arbués, E, Juárez Vela, R, Martínez Abadía, B, Martín Gómez, S, (2015). Impacto de un proyecto de aprendizaje-servicio con estudiantes de Enfermería. Nr 2 (18), pp 5. ISSN 1138-7262. http://dialnet.unirioja.es/servlet/articulo?codigo=4992741http://dialnet.unirioja.es/servlet/articulo?codigo=4992741	SPA, research paper, Universidad de Barcelona; 21 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
34. Liesa Orús, M, Vázquez Toledo, S, Arranz Martínez, P María Pilar , Otal Piedrafita, M. (2014). Las actitudes hacia las necesidades educativas especiales en función del género implementación y evaluación de un programa de ApS en el ámbito universitario. Cuestiones de género: de la igualdad y la diferencia. Nr 9, pp 233-258. ISSN 1699-597X. http://dialnet.unirioja.es/servlet/articulo?codigo=4991995http://dialnet.unirioja.es/servlet/articulo?codigo=4991995	SPA, research paper, Universidad de Zaragoza; 25 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
35. Téllez Infantes, A, Martínez Guirao, J, Sánchez Colodrero, V. (2014). Género y diversidad en la educación. La interacción de mujeres con capacidades diferenciadas (mujeres no estándar) en un Centro Público de Educación Infantil y Primaria. Cuestiones de género: de la igualdad y la diferencia. Nr 9, pp 63-88. ISSN 1699-597X. http://dialnet.unirioja.es/servlet/articulo?codigo=4991983http://dialnet.unirioja.es/servlet/articulo?codigo=4991983	SPA, research paper, Universidad Miguel Hernández de Elche, Universidad de Alicante, Universidad de Murcia; 25 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.

36. Vázquez Toledo, S, Gayán Jiménez, T, Arranz Martínez, P. (2012). Innovar en la docencia universitaria una experiencia de aps en la facultad de educación de Zaragoza. Revista Iberoamericana para la Investigación y el Desarrollo Educativo: RIDE. Nr 4 (2), pp 70-81. ISSN-e 2007-7467. http://dialnet.unirioja.es/servlet/articulo?codigo=4932646http://dialnet.unirioja.es/servlet/articulo?codigo=4932646	SPA, research paper, Universidad de Zaragoza; 11 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
37. Corominas Estrella, R, García Fernández, C. (2010). Hilando experiencias y miradas sobre las prácticas profesionales de la carrera de Psicología.Revista Tendencias & Retos. Nr 15, pp 149-163. ISSN 0122-9729, ISSN-e 2389-888. http://dialnet.unirioja.es/servlet/articulo?codigo=4929268	SPA, research paper, Universitaria en la Pontificia Universidad Católica Madre y Maestra; 14 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
38. Mato, D. (2015). Vinculación social universitaria en Argentina. Diversidad de orientaciones de trabajo, logros y dificultades de las experiencias apoyadas por el Programa Nacional de Voluntariado Universitario. Revista CPU-e. Nr 20, pp 131-149. ISSN-e 1870-5308. http://dialnet.unirioja.es/servlet/articulo?codigo=4924989http://dialnet.unirioja.es/servlet/articulo?codigo=4924989	SPA, research paper, Universidad Veracruzana; 18 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
39. Arroyo Almaraz, I. (2014). Publicidad Social eficaz desde la Universidad: Los aspectos experimentales. Zer: Revista de estudios de comunicación = Komunikazio ikasketen aldizkaria. Nr 37, pp 191-211. ISSN-e 1137-1102.	SPA, research paper, Universidad Rey Juan Carlos; 20 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
40. Fuertes Camacho, M. (2014). Modelo de sistematización en los proyectos sociales de ApS (UIC). Historia y comunicación social. Nr 3 (19), pp 175-186. ISSN 1137-0734. http://dialnet.unirioja.es/servlet/articulo?codigo=4897480http://dialnet.unirioja.es/servlet/articulo?codigo=4897480	SPA, research paper, Universitat Internacional de Catalunya; 11 pages, Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
41. Mayor Paredes, D. (2104). ¡Maestra, nuestro cartel está en el autobús! Aprendizaje-servicio 42. un puente entre la escuela y la comunidad. Aula de innovación educativa. Nr	SPA, research paper Ayuntamiento de Almería; 4 pages, no data.

236, pp 32-36. ISSN 1131-995X. http://dialnet.unirioja.es/servlet/articulo?codigo=4877446http://dialnet.unirioja.es/servlet/articulo?codigo=4877446	
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171. Alex Sotelino Losada, A. (2014) Aprendizaje-servicio en las universidades gallegasevaluación y propuesta de desarrollo. http://dialnet.unirioja.es/servlet/libro?codigo=575492	SPA, research paper, Universidad Santiago de Compostela; 446 pages; Indexing/ abstracting: Dialnet whit full text.
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196. Gijón, M. (2015). El aprendizaje servicio es una pedagogía del compromiso cívico. ¿Cómo realizar un proyecto de aprendizaje servicio?: 11 ideas clave. Pp. 17-28. ISBN 978-84-9980-631-0. http://dialnet.unirioja.es/servlet/articulo?codigo=5209495	SPA, research paper, No data; No data, 35 pages; Indexing/ bstracting: No data.
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203. Sotelino Losada, A, Grupo de Investigación Escola-Cultura. (2014). Pedagogía intercultural y aprendizaje-servicio el proyecto PEINAS. Construyendo ciudadanía crítica y activa: experiencias sobre el aprendizaje servicio en las universidades del estado español. Pp. 61-78. ISBN 978-84-9888-565-1. http://dialnet.unirioja.es/servlet/articulo?codigo=5169740	SPA, research paper, Universidade de Santiago de Compostela; No data, 17 pages; Indexing/ bstracting: No data.
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268. Trilla Bernet, J. (2009). El aprendizaje servicio en la pedagogía contemporánea. Aprendizaje servicio (ApS): educación y compromiso cívico. Pp. 33-52. ISBN 978-84-7827-766-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3125435	SPA, research paper, Universitat de Barcelona, 19 pages; Indexing/ abstracting: No data.
269. Martín, X. (2009). La pedagogía del aprendizaje servicio. Aprendizaje servicio (ApS): educación y compromiso cívico. Pp. 107-126. ISBN 978-84-7827-766-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3125459	SPA, research paper, Universitat de Barcelona, 19 pages; Indexing/ abstracting: No data.
270. Palos Rodríguez, J. (2009). ¿Por qué hacer actividades de aprendizaje servicio? Aprendizaje servicio (ApS): educación y compromiso cívico. Pp. 151-162. ISBN 978-84-7827-766-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3125464	SPA, research paper, no data, 11 pages; Indexing/ abstracting: No data.

271. Rubio Serrano, L. (2009). El aprendizaje en el aprendizaje servicio. Aprendizaje servicio (ApS): educación y compromiso cívico. Pp. 91-106. ISBN 978-84-7827-766-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3125453	SPA, research paper, Universitat de Barcelona, 15 pages; Indexing/ abstracting: No data.
272. Gijón Casares, M. (2009). Aprendizaje servicio y necesidades sociales. Aprendizaje servicio (ApS): educación y compromiso cívico. Pp. 53-70. ISBN 978-84-7827-766-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3125442	SPA, research paper, no data, 17 pages; Indexing/ abstracting: No data.
273. Bosch i Vila, C, Climent, M, Puig Rovira, J. (2009). Partenariado y redes para el aprendizaje servicio. Aprendizaje servicio (ApS): educación y compromiso cívico. Pp. 127-150. ISBN 978-84-7827-766-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3125462	SPA, research paper, Universitat de Barcelona, 23 pages; Indexing/ abstracting: No data.
274. Battle, R. (2009). El servicio en el aprendizaje servicio. Aprendizaje servicio (ApS): educación y compromiso cívico. Pp. 71-91. ISBN 978-84-7827-766-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3125447	SPA, research paper, no data, 20 pages; Indexing/ abstracting: No data.
275. De la Cerda, M, Graell Martín, M, Martín, X, Puig Rovira, J. (2009). Aprendizaje servicio ejemplos y definiciones. Aprendizaje servicio (ApS): educación y compromiso cívico. Pp. 15-32. ISBN 978-84-7827-766-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3125422	SPA, research paper, Universitat Internacional de Catalunya, Universitat de Barcelona, 17 pages; Indexing/ abstracting: No data.
276. Coringrato, M, Rojas, C, Sleimen, S. (2009). La enseñanza universitaria asociada con la extensión el aprendizaje en servicio; una propuesta para la formación en ciencia de la información. A ciencia da informaçao criadora de conhecimento: Actas do IV Encontro Ibérico EDIBCIC 2009. (1). Pp. 461-474. ISBN 978-989-26-0014-7. http://dialnet.unirioja.es/servlet/articulo?codigo=3098514	SPA, research paper, no data; 13 pages; Indexing/ abstracting: Dialnet with Full Text. Summary is available in EN.
277. Batllé, R. (2008). Aprendizaje-servicio y mejora de la convivencia. De la educación sociemocional a la educación en valores. Pp. 193-207. ISBN 978-84-369-4532-4. http://dialnet.unirioja.es/servlet/articulo?codigo=2904366	SPA, research paper, no data, 14 pages; Indexing/ abstracting: No data.

278. Nieves Tapia, M. (2008). Calidad académica y responsabilidad social el aprendizaje servicio como puente entre dos culturas universitarias. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 27-56. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877878	SPA, research paper, no data, 29 pages; Indexing/ abstracting: No data.
279. De la Cerda, M, Martín, X, Puig Rovira, J. (2008). Amigos y amigas de lectura. Una experiencia de aprendizaje servicio en la formación de profesionales de la educación. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 129-150. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877889	SPA, research paper, Universitat de Barcelona, 21 pages; Indexing/ abstracting: No data.
280. Madrid Medina, A. (2008). El proyecto derecho al Derecho un planteamiento de actuación y reflexión comunitario. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 93-112. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877887	SPA, research paper, no data, 19 pages; Indexing/ abstracting: No data.
281. Schlierf, K, Boni Aristizábal, A, Lozano Aguilar, J. (2008). La transferencia de tecnología participativa desde la universidad hacia un cambio tecnológico. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 193-218. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877899	SPA, research paper, Universitat Politècnica de València, 25 pages; Indexing/ abstracting: No data.
282. Ríos, M. (2008). La Educación Física en la Educación Social una experiencia de aprendizaje y servicio. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 113-128. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877888	SPA, research paper, Universitat de Barcelona, 15 pages; Indexing/ abstracting: No data.
283. Carbonell Sebarroja, J, Carrillo i Flores, I. (2008). Prácticas de cooperación en planes de formación inicial. La educación en valores como vivienda. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 151-176. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877894	SPA, research paper, Universitat de Vic, 25 pages; Indexing/ abstracting: No data.

284. Araújo, U, Arantes, V. (2008). Aprendizaje basado en problemas y construcción de ciudadanía el proyecto de la Universidad de Sao Paulo. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 151-176. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877897	SPA, research paper, no data, 25 pages; Indexing/ abstracting: No data.
285. Martinez, M. (2008). Aprendizaje servicio y construcción de ciudadanía activa en la universidad la dimensión social y cívica de los aprendizajes académicos. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 11-26. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877873	SPA, research paper, Universitat de Barcelona, 15 pages; Indexing/ abstracting: No data.
286. Naval Durán, C. (2008). Universidad y conciencia cívica. Algunas experiencias fructíferas service learning y campus compact. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 57-80. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877882	SPA, research paper, Universidad de Navarra, 23 pages; Indexing/ abstracting: No data.
287. Campos Sánchez, L. (2008). El aprendizaje servicio en la universidad como propuesta pedagógica. Aprendizaje servicio y responsabilidad social de las universidades. Pp. 81-92. ISBN 978-84-8063-969-9. http://dialnet.unirioja.es/servlet/articulo?codigo=2877884	SPA, research paper, No data, 11 pages; Indexing/ abstracting: No data.
288. Maya Jariego, I, Santolaya Soriano, F. (2007). Construcción de un centro de estudios de la naturaleza un proyecto de "aprendizaje-servicio". Estrategias de la intervención psicosocial: casos prácticos. Pp. 173-180. ISBN 978-84-368-2144-4. http://dialnet.unirioja.es/servlet/articulo?codigo=2580759	SPA, research paper, Universidad de Sevilla, 7 pages; Indexing/ abstracting: No data.

2.1 Information on publications and research reports:

WEB OF SCIENCE (WOS)

Gil-Gomez, J., Chiva-Bartoll, O., and Marti-Puig, M. (2015). The impact of service learning on the training of pre-service teachers: Analysis from a physical education subject. *EUROPEAN PHYSICAL EDUCATION REVIEW*. 21 (4), Pp. 467-484 ISSN	EN, research paper, Universitat Jaume; 17 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Lleixa, T, and Rios, M (2015). Service-Learning in Physical Education Teacher Training. Physical Education in the Modelo Prison, Barcelona. *QUALITATIVE RESEARCH IN EDUCATION*. Nr. 2 (4), Pp. 103-133, ISSN: 2014-6418.	EN, research paper, University of Barcelona; 27 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Ortega-Tudela, J–M., Camara-Estrella, A-M and Diaz-Pareja, E-M (2015). Service learning as a tool to enhance future teachers' media competence. *CULTURA Y EDUCACION*. Nr. 2 (27), Pp.140-155, ISSN: 1135-6405.	EN, research paper, University of Jaen; 15 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Rodriguez Herrero, P., de la Herran Gascon, A and Cortina Selva, M. (2015). Pedagogy of Death by Service Learning. *EDUCACION XX1 (UNED)*. Nr. 1 (18), Pp. 189-211, ISSN: 1139-613X http://revistas.uned.es/index.php/educacionXX1/article/view/12317	EN, research paper, Autonomous University of Madrid and University of Florida; 22 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Fuertes Camacho, M T. (2014). Model of systematization in Service-Learning Projects (UIC). *HISTORIA Y COMUNICACIÓN SOCIAL*. Nr. Special (19), Pp. 175-186, ISSN: 1137-0734 http://revistas.ucm.es/index.php/HICS/article/view/45124	EN, research paper, International university of Catalunya; 11 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Alvarez Nobell, A. and Vadillo Bengoa, N (2013). Innovation in postgraduate education in communication: service learning as a pedagogical strategy. *HISTORIA Y COMUNICACION SOCIAL*. Nr. Special (18), Pp. 263-277, ISSN: 1137-0734 http://revistas.ucm.es/index.php/HICS/article/view/44326	EN, research paper, National University of Cordoba and San Jorge University; 14 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Simo Algado, S. and Ginesta Portet, X (2013). University Service Learning methodology: creating employment with social enterpreneurship. *HISTORIA Y COMUNICACION SOCIAL*. Nr. Special (18), No data, ISSN: 1137-0734	EN, research paper, Universitat de Vic; No data; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)

http://revistas.ucm.es/index.php/HICS/article/view/44265	is available (enclosed)
Tejada, J. (2013). The development of professional competences through service-learning. *CULTURA Y EDUCACION*. Nr. 3 (25), Pp. 285-294. ISSN: 1135-6405	EN, research paper, Autonomous University of Barcelona; 9 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Folgueiras Bertomeu, P., Luna Gonzalez, E. and Puig Latorre, G. (2013). Service learning: study of the degree of satisfaction of university students. *REVISTA DE EDUCACION*. Nr. 362 (No data), Pp. 159-185. ISSN: 0034-8082	EN, research paper, University of Barcelona; 26 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Santos Rego, M. (2013). When Will Universities Be Included in the Strong Democracy Agenda? Education, the Learning Process and Civic Engagement in the USA. *REVISTA DE EDUCACION*. Nr. 361 (No data), Pp. 565-590. ISSN: 0034-8082	EN, research paper, University of Santiago De Compostela; 25 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Manuel Garcia, J., Soriano, E., Garcia, I. and Rubio, H. (2013). Implementation of Service-Learning Projects in Engineering Colleges. *INTERNATIONAL JOURNAL OF ENGINEERING EDUCATION*. Nr. 5 (29), Pp. 1119-1125. ISSN: 0949-149X	EN, research paper, Carlos III University of Madrid and Atocha Salesianos College ; 5 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Pless, N., Maak, T. and Stahl, G. (2012). Promoting corporate social responsibility and sustainable development through management development: what can be learned from international service learning programs? *HUMAN RESOURCE MANAGEMENT*. Nr. 6 (51), Pp. 873-903. ISSN: 0090-4848	EN, research paper, ESADE Business School, Escuela Superior de Administracion y Direccion de Empresas (ESADE), INSEAD and WU Viena ;30 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Blazquez Munoz, A. and Martinez-Lozano, V. (2012). The Flora Tristan Residence Hall: an Example of Humane Education and Commitment to Society. *REVISTA DE EDUCACION*. Nr. 358 (No data), Pp. 618-630. ISSN: 0034-8082	EN, research paper, University Pablo de Olavide; 12 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Puig Rovira, J., Gijon Casares, M., Martin Garcia, X. and Rubio Serrano, L. (2011). Learning-service and Citizenship Education. *REVISTA DE EDUCACION*. Nr. Special, Pp. 45-67. ISSN: 0034-8082	EN, research paper, University of Barcelona; 22 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)

Franquesa, D., Cruz, J., Alvarez, C., Sanchez, F., Fernandez, A. and Lopez, D. (2010). The Social and Environmental Impact of Engineering Solutions: from the Lab to the Real World. *INTERNATIONAL JOURNAL OF ENGINEERING EDUCATION*. Nr. 5 (26), Pp. 1144-1155. ISSN: 0949-149X	EN, research paper, University of Catalonia; 11 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Pless, N. & Maak, Th. (2010). Developing responsible global leaders. *UNIVERSIA BUSINESS REVIEW*. Nr. 27 (no data), Pp. 58-71. ISSN: 1698-5117	EN, research paper, ESADE Business School; 13 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
Hernandez, C. & Gonzalez, M. (2008). Effects of intergenerational interaction on aging. *EDUCATIONAL GERONTOLOGY*. Nr. 4 (34), Pp. 292-305. ISSN: 0360-1277	EN, research paper, University of Leon; 13 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
18. Méndez, J & Gregori, E. (2016). The contribution of rubrics to the validity of performance assessment: a study of the conservation-restoration and design undergraduate degrees. *ASSESSMENT & EVALUATION IN HIGHER EDUCATION*. Nr. 2 (41), Pp. 228-244. ISSN: 0260-2938	EN, research paper, University of Barcelona; 16 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
19. Irazabal, C., Mendoza-Arroyo, C., Arciniegas, C., Sanchez, R., & Maya, J. (2015) Enabling community-higher education partnerships: common challenges, multiple perspectives. *CURRENT OPINION IN ENVIRONMENTAL SUSTAINABILITY*. Nr. (17), Pp. 22-29. ISSN: 1877-3435	EN, research paper, Columbia University, University College London and University of London ; 7 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
20. Recio, M. & Ferrandiz, M. (2015). Design service-learning projects in the pharmacy degree of the university of Valencia. *BASIC & CLINICAL PHARMACOLOGY & TOXICOLOGY*. Nr. No data (117), Pp. 16-16. ISSN: 1742-7835	EN, research paper, University of Valencia; 1 page; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
21. Sein-Echaluce, M; Blanco, A; Garcia-Penalvo, F & Conde, M. (2015). A Knowledge Management System to Classify Social Educational Resources Within a Subject Using Teamwork Techniques. *LEARNING AND COLLABORATION TECHNOLOGIES, LCT 2015*. Nr. No data (9192), Pp. 510-519. ISSN: 0302-9743	EN, research paper, University of Zaragoza, Polytechnic University of Madrid, University of Salamanca and Universidad de Leon; 9 pages; Indexing/ abstracting: Web of Science (WOS). Summary is available (enclosed)

22. Rusu, A; Bencic, A; and Hodor, T. (2014). Service-Learning programs for Romanian students - an analysis of the international programs and ideas of implementation. *ADULT EDUCATION IN UNIVERSITIES: LOCAL AND REGIONAL PERSPECTIVES*. Nr. No data (142) Pp. 154-161. ISSN: 1877-0428	EN, research paper, Babes Bolyai University from Cluj; 7 pages; Indexing/ abstracting: Web of Science (WOS). Summary is available (enclosed)
23. Sandín, M & Sánchez, A. (2014). Beyond compulsory schooling: resilience and academic success of immigrant youth. *6TH INTERNATIONAL CONFERENCE ON INTERCULTURAL EDUCATION "EDUCATION AND HEALTH: FROM A TRANSCULTURAL PERSPECTIVE"*. Nr. No data (132), Pp. 19-24. ISSN: 1877-0428	EN, research paper, University of Barcelona; 5 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
24. García-Alonso, J; Soriano, E; García-Vicario, I & Rubio, H. (2014). Service-Learning Projects Based on Dynamic Documentation in Engineering Colleges. *NEW TRENDS IN EDUCATIONAL ACTIVITY IN THE FIELD OF MECHANISM AND MACHINE THEORY*. Nr. No data (19), Pp. 69-81. ISSN: 2211-0984	EN, research paper, Salesianos Atocha; 12 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
25. Arco-Tirado, J; Fernández-Martin, F; and Torres-Marín, J. (2014). Service-learning as the enabling component for developing professional basic competences at the university. *ICERI2014: 7TH INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION*. Nr. No data. Pp. 2886-2894. ISSN: 2340-1095.	EN, research paper, University of Granada; 7 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
26. Grifo, N & Miravet, L. (2014). Are you looking for work? Let's do it together. A service-learning project at the high school. *INTED2014: 8TH INTERNATIONAL TECHNOLOGY, EDUCATION AND DEVELOPMENT CONFERENCE*. Nr. No data. Pp. 1038-1043. ISSN: 2340-1079.	EN, research paper, Universitat Jaume I; 5 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
27. Cuenca, M & Alcon, A. (2013). Motivating the reading of classics through service-learning. *6TH INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION (ICERI 2013)*. Nr. No data. Pp. 1225-1233. ISSN: No data.	EN, research paper, Catholic University Avila; 8 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)

28. Amat, A & Miravet, L. (2013). Service-learning in the university: building citizenship. *6TH INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION (ICERI 2013)*. Nr. No data. Pp. 5653-5661. ISSN: No data.	EN, research paper, Universitat Jaume I; 8 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
29. Pueyo, J; Montero, C & Penalba, O. (2013). Service-learning in computer science: learning through social action in higher education. *EDULEARN13: 5TH INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES*. Nr. No data. Pp. 2507-2512. ISSN: 2340-1117.	EN, research paper, Univ Francisco Vitoria; 5 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
30. Lacalle-Calderon, M; González, A; Contreras, R & Rico, S. (2012). Master on microcredit for development as a service-learning initiative. *5TH INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION (ICERI 2012)*. Nr. No data. Pp. 268-277. ISSN: No data.	EN, research paper, Autonomous University of Madrid; 9 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
31. Roca-Piera, J; Prados, J; Díaz, A; Becker, S & Álvarez-Bermejo, J. (2012). Designing engineering projects by means of service-learning. *5TH INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION (ICERI 2012)*.Nr. No data. Pp. 4164-4172. ISSN: No data.	EN, research paper, Universidad de Almeria; 8 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
32. Pena-Siles, J; Gonzalez-Zamora, M & Machuca, J. (2012) Specifying business services: learning from software engineering. *JOURNAL OF SERVICE MANAGEMENT*. Nr. 1 (23). Pp. 97-119. ISSN: 1757-5818	EN, research paper, University of Sevilla; 22 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
34. Gil, J; Marti, M; Sanchiz, M & Chiva, O. (2012). Good practices in teaching-learning high school students in an initial program of professional qualifications (ippq). *EDULEARN12: 4TH INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES*. Nr. No data. Pp. 7596-7600. ISSN: 2340-1117	EN, research paper, Universitat Jaume I; 196 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
35. Martin, S; Diaz, G; Plaza, I; Ruiz, E; Castro, M & Peire, J. (2011). State of the art of frameworks and middleware for facilitating mobile and ubiquitous learning development. *JOURNAL OF SYSTEMS AND SOFTWARE*. Nr. 11 (84). Pp.	EN, research paper, Universidad Nacional Educacion a Distancia (UNED); 8 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)

1883-1891. ISSN: 0164-1212	
36. Sanroman, M; Moldes, D; Longo, M & Pazos, M. (2011). Experiences of application of new teaching methodologies in environmental technology subject. *2011 4TH INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION (ICERI)*. Nr. No data. Pp. 3399-3403. ISSN: No data.	EN, research paper, University of Vigo; 4 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
37. Amat, A & Miravet, L. (2011). Service-learning in the university: an experience with interdisciplinary groups. *INTED2011: 5TH INTERNATIONAL TECHNOLOGY, EDUCATION AND DEVELOPMENT CONFERENCE*. Nr. No data. Pp. 4318-4322. ISSN: No data.	EN, research paper, Universitat Jaume I; 4 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
38. Pazos, M; Longo, M & Sanroman, M. (2011). Experiences of innovation teaching in bioprocess engineering course. *INTED2011: 5TH INTERNATIONAL TECHNOLOGY, EDUCATION AND DEVELOPMENT CONFERENCE*. Nr. No data. Pp. 4858-4863. ISSN: No data.	EN, research paper, University of Vigo; 5 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
39. Arco, J; Fernandez, F; Morales, P; Minaca, M & Hervas, M. (2010). Service-learning at the university of Granada. *3RD INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION (ICERI2010)*. Nr. No data. Pp. 4475-4481. ISSN: No data.	EN, research paper, University of Granada; 6 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
40. Escrig-Olmedo, E; Munoz-Torres, M & Fernandez-Izquierdo, M. (2010). A service-learning experience in order to study the society's perception about socially responsible investing criteria. *3RD INTERNATIONAL CONFERENCE OF EDUCATION, RESEARCH AND INNOVATION (ICERI2010)*. Nr. No data. Pp. 5125-5132. ISSN: No data.	EN, research paper, Universitat Jaume I; 7 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
41. Robles, A; Owens, K; Latorre, M & Egeda, R. (2010). Empowering youth voice in the "Educación para la ciudadanía" class in Spain. *4TH INTERNATIONAL TECHNOLOGY, EDUCATION AND DEVELOPMENT CONFERENCE (INTED 2010)*. Nr. No data. Pp. 853-859. ISSN: No data	EN, research paper, University of Valencia; 6 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)

42. Pazos, M; Longo, M & Sanroman, M. (2010). Teaching and learning experiences in bioprocess engineering. *EDULEARN10: INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES*. Nr. No data. Pp. 1848-1852. ISSN: No data.	EN, research paper, University of Vigo; 4 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
43. Ortiz, N; Graell, M; Serra, E; Cortel, G; Garriga, M & Puig, J. (2008). Promoting blood donation through service learning. *TRANSFUSION*. Nr. 2 (48). Pp. 304A-304A. ISSN: 0041-1132.	EN, research paper, No data; 1 page; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)
44. Martín, M. (2007). Service-learning: educating for citizenship. *JOURNAL OF MORAL EDUCATION*. Nr. 4 (36). Pp. 533-535. ISSN: 0305-7240	EN, research paper, University of Barcelona; 2 pages; Indexing/ abstracting: Web of Science (WOS).Summary is available (enclosed)

2.2 Information on publications and research reports: SCOPUS

1. Amundarain, M, Liévano, B. (2015). Guidance and tutorial action in higher education: The contribution of service-learning [Orientación y acción tutorial en la universidad: Aportes desde el aprendizaje-servicio]. Revista Espanola de Orientacion y Psicopedagogia. (26). Pp. 8-25. ISSN: 11397853. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84941207925&origin=resultslist	EN, research paper, Universidad del País Vasco, Universidad Nacional de Educación a Distancia; 17 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
2. Fuertes Camacho, M. (2014). Model of systematization in Service-Learning projects (UIC). Historia y Comunicacion Social. (19). Pp. 175-186. ISSN: 11370734. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84919704812&origin=resultslist	EN, research paper, Universitat Internacional de Catalunya; 11 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
3. Luna, E, Folgueiras, P. (2014). Juventud y participación comunitaria: Su potencial como herramienta de aprendizaje. Curriculo sem Fronteiras. (14). Pp. 123-136. ISSN: 16451384. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-	EN, research paper, Universitat de Barcelona; 13 pages; Indexing/ abstracting: SCOPUS.

84911914403&origin=resultslist	Summary is available (enclosed)
4. Marta Lazo, C, González Aldea, P. Service-Learning, a tool for professional development of the journalist's social accountability. Estudios Sobre el Mensaje Periodistico. (18). Pp. 577-588. ISSN: 11341629. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84873363320&origin=resultslist	EN, research paper, Universidad de Zaragoza, Universidad Carlos III de Madrid; 9 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
5. Ortega Tudela, J, Cámara Estrella, A, Diaz Pareja, E. (2015). Service learning as a tool to enhance future teachers' media competence. Cultura y Educacion. (27). Pp. 440-445. ISSN: 11356405. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84938868518&origin=resultslist	EN, research paper, Universidad de Jaén; 5 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
6. Peris, C, Gómez, J, Puig, M. (2014). Service-learning methodology in physical education. Apunts. Educacion Fisica y Deportes. (116). Pp. 33-43. ISSN: 15774015. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84903941335&origin=resultslist	EN, research paper, Universidad Jaume i; 10 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
7. Pless, N, Borecká, M. (2014). Comparative analysis of international service learning programs. Journal of Management Development. (33). Pp. 526-550. ISSN: 02621711. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84927561714&origin=resultslist	EN, research paper, Ramon Llull University, University of St Gallen; 10 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
8. Pless, N, Maak, T, Stahl, G. (2011). Developing responsible global leaders through international service-learning programs: The Ulysses experience. Academy of Management Learning and Education. (10). Pp. 237-260. ISSN: 1537260X. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-	EN, research paper, ESADE Business School, Vienna University of Economics and Business; 23 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)

79959615647&origin=resultslist	
9. No data. (2012). Promoting CSR and sustainable development through service learning programs. Human Resource Management. (51). Pp. 873-903. ISSN: 00904848 http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84871553380&origin=resultslist#	EN, research paper, No data; no data; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
10. Puig Rovira, J, Graell Martín, M, Cortel Mañé, G. (2014). Blood donation and citizenship education. An approach from service learning and the theory of don. Teoria de la Educacion. (26). Pp. 141-162. ISSN: 11303743. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84923297744&origin=resultslist	EN, research paper, Universidad de Barcelona, Banco de Sangre Y Tejidos de Cataluña; 21 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
11. Robles, G, González-Barahona, J, Tebbens, W. (2012). FLOSS education: Long-term sustainability. IFIP Advances in Information and Communication Technology. (378). Pp. 400. ISSN: 18684238. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84870354888&origin=resultslist	EN, research paper, Universidad Rey Juan Carlos, Free Knowledge Institute; 1 page; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
12. Rodríguez Gallego, M. (2014). Service-learning as a methodological strategy at University. Revista Complutense de Educacion. (25). Pp. 95-113. ISSN: 11302496. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84892951880&origin=resultslist	EN, research paper, Universidad de Sevilla; 18 page; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
13. Sánchez, D, Laso, A. (2014). Experiences in social innovation: A platform for Ethics through a school of engineering studies. Journal of Cases on Information Technology. (16). Pp. 4-17. ISSN: 15487717. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-	EN, research paper, Universidad Politécnica de Madrid; 13 page; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)

84919439062&origin=resultslist	
14. Simó Algado, S, Ginesta Portet, X, De San Eugenio Vela, J. (2013). University Service Learning methodology: Creating employment with social enterpreneurship. Historia y Comunicacion Social. (18). Pp. 627-638. ISSN: 11370734. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84894246994&origin=resultslist	EN, research paper, Universidad de Vic; 11 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
15. Simó Algado, S. (2013). University service learning: Materializing social commitment of the university from an education based on excellence. Estudios Sobre el Mensaje Periodistico. (19). Pp. 1027-1036. ISSN: 11341629. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84879290927&origin=resultslist	EN, research paper, Universidad de Vic; 9 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)
16. Tejada, J. (2013). The development of professional competences through service-learning. Cultura y Educacion. (25). Pp. 285-294. ISSN: 11356405. http://www.scopus.com/record/display.uri?view=basic&eid=2-s2.0-84885365731&origin=resultslist	EN, research paper, Universidad Autónoma de Barcelona; 9 pages; Indexing/ abstracting: SCOPUS. Summary is available (enclosed)

2.3. Information on publications and research reports: Other

Aramburuzabala, P., Folgueiras, P., Gezuraga & M., Mugarra, (August, 2015). Estudio diagnóstico comprensivo sobre proyectos de aprendizaje servicio: avances de la investigación [Comprehensive diagnostic study on service-learning projects: Advances from research]. III Research Seminar for Researchers on Service-Learning. Latinamerican center of Service-Learning (CLAYSS). http://www.clayss.org/3jornada/Libro_IIIJIA-S.pdf	

Aramburuzabala, P., Opazo, H., & García-Gutiérrez, J. (Eds.). (Nov, 2015). El Aprendizaje-Servicio en las universidades. De la iniciativa individual al apoyo institucional [Service-Learning in Higher Education: from individual initiative to institutional support]. Madrid: UNED.
http://e-uned.es/search.autores.php?text=OPAZO&opc=2

Aramburuzabala, P. (2014). Aprendizaje-Servicio. Ciudadanía activa, justicia social y aprendizaje. En: Implicaciones de la educación y el voluntariado en la formación de una ciudadanía activa. Perspectiva internacional. Vicente Ballesteros Alarcón (Coord.); pp 33-48. Granada: GEU.
ISBN: 978-84-16156-03-0

Aramburuzabala, P. y García-Peinado, R. (2013). Traspassando os muros da Universidade com o Aprendizado-Serviço. En "De dentro pra fora, de fora pra dentro. A educação universitária para além dos muros da academia". Camila Moreira, Diogo Vale, Luzia Vilma Delgado, Pilar Aramburuzabala, Rocío García-Peinado, Vera Lucia Xavier Pinto. Pag. 37-60. Sebo Vermelho/PROEX-UFRN. Natal/RN, Brasil.
ISBN: 978-85-65739-71-9

Aramburuzabala, P. y García-Peinado, R. (2013). Aprendizaje-Servicio en la formación de maestros comprometidos con la justicia social. En "Universidad y Sociedad. Experiencias de Aprendizaje-Servicio en la Universidad". Laura Rubio, Enric Prats y Laia Gómez (coord.). Pag. 9-14. Instituto de Ciencias de la Educación. Universidad de Barcelona.
ISBN: 978-84-695-7565-9

http://hdl.handle.net/2445/46344

Aramburuzabala, P. y García, R. (2012). El Aprendizaje-Servicio en la formación de maestros. En VVAA. Libro de actas del Congreso Internacional de Docencia Universitaria e Innovación. Barcelona: Secretaría Técnica CIDUI. http://www.cidui.org/revista-cidui12/index.php/cidui12/article/view/232/221 ISBN: 978-84-695-4073-2	
Opazo, H., Aramburuzabala, P. y García-Peinado, R. ((Spring 2014). Service-Learning Methodology as a Tool of Ethical Development: Reflections from the University Experience. AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education, Volume 6, Number 1 pp 1531-1556. http://ojs.aishe.org/index.php/aishe-j/article/view/153	
Opazo, H. Aramburuzabala, P., & Cerrillo, R. (2016). A Review of the Situation of Service-Learning in Higher Education in Spain. Asia-Pacific Journal of Cooperative Education.	
Ramírez, Ch., Aramburuzabala, P., & Cerrillo, R. (NOV, 2015). El proceso de institucionalización del Aprendizaje-Servicio en la Facultad de Formación de Profesorado y Educación de la Universidad Autónoma de Madrid. In P. Aramburuzabala, H. Opazo y J. García-Gutiérrez (Eds.), El Aprendizaje-Servicio en las universidades. De la iniciativa individual al apoyo institucional [Service-Learning in Higher Education: from individual initiative to institutional support](pp. 609-618). Madrid: UNED.	

Murillo, F.J. y Aramburuzabala, P. (Noviembre 2014). Aprendizaje-Servicio y Justicia Social. Cuadernos de Pedagogía 450, Sección Tema del Mes.

http://www.cuadernosdepedagogia.com/content/Inicio.aspx#

Jj Rovira, M.P.; Abando, M. (2015). 7- Innovation in education through Service-Learning projects: The "Día de la ONCE". En Moura, A.; Almeida, C. & Vieira, M.H. (editors), Diálogos com a arte 5, 87-100. Viana do Castelo (Portugal): Escola Superior de Educação de Viana do Castelo (IPVC) / Centro de Estudos da Criança do Instituto de Educação (UM), http://media.wix.com/ugd/6d6107_908111b32244425bae264c082b2c0eeb.pdf.

Rovira, M.P.; Mestre, I.; Abando, M. (2015). Disseny i projectes d'Aprenentatge-Servei. En Orte, C.; Ballester, L. [directores], Anuari de l'educació de les Illes Balears 2015, 98-108 (papel) & 175-194 (digital). Palma: Fundacion Guillem Cifre de Colonya, http://www.colonya.com/i/ANUARI2015.pdf.

M.P. Rovira, ¿Qué puedes hacer tú por el diseño?, FOROALFA, Buenos Aires (Argentina), 28-08-2014. http://foroalfa.org/articulos/que-puedes-hacer-tu-por-el-diseno

J. Roitman & M. Abando, El "Plan A", 164-168, Universidad y sociedad: experiencias de aprendizaje servicio en la universidad, ICE-UB, Barcelona (España), 2013, http://hdl.handle.net/2445/46344.

A. Haro, ¿Así te cuadra? (Així et quadra?), 180-186, Universidad y sociedad: experiencias de aprendizaje servicio en la universidad, ICE-UB, Barcelona (España), 2013, http://hdl.handle.net/2445/46344.

S. González & C. Torres, Aprendre Visualment (Aprender Visualmente), 193-198, Universidad y sociedad: experiencias de aprendizaje servicio en la universidad, ICE-UB, Barcelona (España), 2013, http://hdl.handle.net/2445/46344.	

2.3 Doctoral Thesis

1. Opazo, H. (2015). Experiencias de aprendizaje-servicio en la formación del profesorado. Un estudio de caso. School of Teacher Training and Education. Autonomous University of Madrid.	
2. Martín, A. (2013) *Programa de aprendizaje-servicio y responsabilidad social en educación secundaria obligatoria: madurez vocacional y percepción del apoyo social* *Comunitario para el desarrollo rural –pasres.* Department of Psychology.	SPA, Doctoral thesis, University of Valladolid, abstracting: TESEO. Summary is available. Location: Reina Sofia library.
3. Sotelino, A. (2014) *Aprendizaje-servicio en las universidades gallegas. Evaluación y propuesta de desarrollo.* Department Theory of Education, History of Education and Pedagogy Social.	SPA, Doctoral thesis, Santiago de Compostela University, abstracting: TESEO. Summary is available. Location: XERAL DA USC library.
4. Lorenzo, V. (2013) *Efectos de un programa de aprendizaje-servicio en la salud integral de estudiantes universitarios.* Deusto University.	SPA, Doctoral thesis, University of Deusto, abstracting: TESEO. Summary is available. Location: No data.
5. Gil, J. (2012) *El aprendizaje-servicio en la enseñanza superior: una aplicación en el ámbito de la educación física.* Education Department.	SPA, Doctoral thesis, University Jaume I, abstracting: TESEO. Summary is available. Location: UNIVERSITAT JAUME I library.
6. Martinez, M. (2005) Service-learning o aprendizaje-servicio: Una propuesta de incorporación curricular del voluntariado. Department: No data	SPA, Doctoral thesis, University of Navarra, abstracting: TESEO. Summary is available. Location: No data.

7. Gezuraga, M. (2014) *El aprendizaje-servicio (a-s) en la universidad del país Vasco (UPV - EHU): en el camino hacia su institución.* MIDE I.	SPA, Doctoral thesis, National University of Distance Education, abstracting: TESEO. Summary is available. Location: No data.
8. Luna, E. (2010) *Del centro educativo a la comunidad: un programa de aprendizaje-servicio para el desarrollo de ciudadanía activa.* Department: C- métodos de investigación y diagnostico en educación.	SPA, Doctoral thesis, University of Barcelona, abstracting: TESEO. Summary is available. Location: Faculty of Education Library.
9. Zayas, B. (2015). La formación cívica del alumnado universitario: Análisis de sus percepciones acerca del aprendizaje-servicio (ApS) como herramienta de participación ciudadana. School of Phylosophy and Education. University of Valencia.	
10. Hervás, M. (2015). Contribución de la Educación Superior a la nueva sociedad del conocimiento mediante el aprendizaje-servicio. School of Education. University of Granada.	
11. Campo, L. (2014). Aprendizaje servicio y educación superior. Una rúbrica para evaluar la calidad de proyectos. Universitat de Barcelona. Departament de Teoria i Història de l'Educació.	Tesis Doctorales en Red. http://www.tdx.cat/handle/10803/277560

4. Information on trainers:

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project, contact information (address, email, website, etc.)
1. Rosser Batlle	President of the Spanish Service-Learning Network (REDApS). Didactical and organizational expertise. Language of instruction: National language and Catalan. Training and publications: roserbatllesuner@gmail.com; http://roserbatlle.net

2. Pedro Uruñuela	President of CONVIVES. Expert in coexistance. Language of instruction: Spanish. Training. Publications: https://dialnet.unirioja.es/servlet/autor?codigo=1964634
3. Héctor Opazo	Posdoctoral student. Area of expertise: Research, didactical, administrative, organizational issues. Language of instruction: Spanish & English.Training activities, publications, manager of the European project "Europe Engage". hector.opazo@uam.es
4. Juan de Vicente	School counsellor at Miguel Catalán High School (Madrid). Expert in school counselling and service-learning. Language of instruction: Spanish. Training activities, school leader in S-L projects, participation in Comenius project. juandevicenteabad@gmail.com
5. Charo Cerrillo	Associate professor. School of Teacher Training and Education. Autonomous University of Madrid. Didactical and organizational issues. Spanish. Training activities, publications, participation in European project "Europe Engage". charo.cerrillo@uam.es
6. Pilar Aramburuzabala	Associate professor. School of Teacher Training and Education. Autonomous University of Madrid. Coordinator of the European project "Europe Engage". Member of the executive board of the Spanish Service-Learning Network (REDApS). Area of expertise: research/ didactical/ organizational issues. Language of instruction: Spanish & English. Training activities, publications, participation in European project "Europe Engage" and research projects. pilar.aramburuzabala@uam.es http://pilararamburuzabala.blogspot.com.es

	https://www.google.es/search?client=safari&rls=en&q=GICE+pilar+aramburuzabala&ie=UTF-8&oe=UTF-8&gfe_rd=cr&ei=DuksV42iI-yJ8Qew6IzIDQ#
7. Aitziber Mugarra	Professor. School of Economics. Deusto University. President of Zerbikas Foundation. Type of expertise: research/ didactical/ administrative/ organizational issues. Languages of instruction: Spanish and Basque. Training activities, publications, participation in research projects. aitziber.mugarra@deusto.es http://www.zerbikas.es
8. Rafael Mendía	Member of executive board of Zerbikas Foundation. Type of expertise: didactical/ administrative/ organizational issues. Languages of instruction: Spanish and Basque. Training activities, publications. rmendia@mac.com http://www.zerbikas.es
9. Pilar Folgueiras	Professor. Departament of Research Methods in Education. University of Barcelona. Type of expertise: Research. Languages of instruction: Spanish and Catalan. Research and publications. pfolgueiras@ub.edu https://webgrec.ub.edu/webpages/personal/cat/000797_pfolgueiras.ub.edu.html
10.Fundación Tomillo	Private non-profit foundation. Training team on Service-Learning. Training activities, publications. fundacion@tomillo.org http://www.tomillo.org

11.Laura Campo	Coordinator of the Service-Learning Center of Catalonia. Didactical/ administrative/ organizational issues. Languages of instruction: Spanish and Catalan. Training activities, publications.
	centre@aprenentatgeservei.cat http://www.aprenentatgeservei.org/versions.php?l=19

5. Identification of training tools

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in th training/ used the tool; website address; Is summary in EN available.
1. Zerbikas	Guides, videos, service-learning experiences and bibliography in Spanish. http://www.zerbikas.es
2. Rosser Batlle	Guides, videos, service-learning experiences, training course, Powerpoint presentations and bibliography in Spanish. http://roserbatlle.net
3. Centro Promotor del ApS de Cataluña	Guides, videos, service-learning experiences and bibliography in Spanish & Catalan. http://www.aprenentatgeservei.org/versions.php?l=19

03/A3 IDENTIFYING TRAINING AND RESEARCH TOOLS: UNITED KINGDOM

1. **Identifying bibliography:**

Criteria for selection of publications:

- Service-Learning (and/ or community-based learning) is in the title of a publication;

- Service-Learning (and/ or community based learning) is one of keywords;

- Publications on Service-Learning are written by authors from partner countries published in partner countries; ;

- Publications on Service-Learning are written by authors from partner countries published in other countries;

- Publications on Service-Learning are written by authors from other countries published in partner countries.

2. **Information on publication and research reports:**

Bibliographical information (author, title, year, publishing house, website link (if available) ISSN or ISBN, etc.)	Language; Type of publication (research paper, didactical book, material / research report/ dissertation; Institutional affiliation of authors; Length; Activity (project) which is connected with publication. indexing/ abstracting in databases. Is summary in EN available?
1. Hart, A., Maddison, E. and Wolff, D. Eds. (2007) *Community-University Partnerships in Practice,* Leicester, National Institutue for Adult Continuing Education (NIACE)	English. Book. 224pp. Institution: University of Brighton (UK). The book serves as a guide for academic and community organisations that are considering, or are already engaged in, collaboratiuve partnerships. Part 4 – *Students and community learning together* contains three case studies of student/community partnerships.
2. Millican, J. And Bourner, T. (2014) *Learning to Make a Difference, Student Community Engagement and the Higher Education Curriculum,* Leicester, National Institutue for Adult Continuing Education (NIACE)	English. Book. 239pp. Institution: University of Brighton (UK). Of equal importance to international academic and community audiences interested in learning partnerships, this comprehensive guide presents the latest thinking and innovations in development and professional practice in student–community engagement.
2. Waldner, L., Widener, M. and McGorry, S. (2012) E-Service Learning: The Evolution of Service-Learning to Engage a Growing Online Student Population. *Journal of Higher Education Outreach and Engagement 16 (2) June 2012* http://openjournals.libs.uga.edu/index.php/jheoe/article/view/792	English. Journal article. 28pp. Troy and De Sales Universities (US). Abstract available. Through an extensive literature review, this article identifies four emerging types of e-service-learning endeavors and

	presents best practices. Encourages integration of e-service-learning into online courses and to study the outcomes of such efforts to ensure the relevance of service-learning in the 21st century.
3. Zhang, G. (et al) (2011) Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs. *Journal of Higher Education Outreach and Engagement 165(4) Dec 2011* http://openjournals.libs.uga.edu/index.php/jheoe/article/view/628/482	English. Journal article. 28pp.East Carolina University (US). Abstract available. Stufflebeam's Context, Input, Process, and Product (CIPP) evaluation model is recommended as a framework to systematically guide the conception, design, implementation, and assessment of service-learning projects, and provide feedback and judgment of the project's effectiveness for continuous improvement.

3.   **Information on trainers:**

Name and surname of a trainer	Institutional affiliation, position, subject area, type of expertise (research/ didactical/ administrative/ organizational issues), languages of instruction/ training (EN/ National language/ other), short description of experience in service learning (training activities, publications, participation in project
1. National Coordinating Centre for Public Engagement (NCCPE)	The NCCPE supports the UK higher education sector by providing relevant resources and training. It also works internationally and can provide bespoke training. Courses are highly interactive, and seek to engage participants to develop new thinking and new skills. All courses are piloted and evaluated. Contact: Sophie Duncan, Deputy Director Sophie.Duncan@uwe.ac.uk
2. University of Brighton Community University Partnership programme (Cupp)	Cupp runs a five-day intensive course **for those wanting to develop their skills in university community engagement, with a six-month follow-up programme. Includes** student engagement through building community partnerships into curricula. Trainers include Cupp staff and experienced community practitioners. Contact: Juliet Millican Deputy Director (Academic) J.Millican@brighton.ac.uk

4. **Information on research/ curriculum development projects:**

Title of project	Coordinator and partner institutions, year of implementation, programme or financing institution, budget of the project (if information available), website address; main experts. short description of outputs
1. Learning Enhancement for Active Student Community Engagement (LEAPSE)	This project was undertaken by a team at the University of Gloucestershire UK. It was a result of the National Teaching Fellowship Scheme project strand initiative funded by the Higher Education Funding Council for England (HEFCE) and managed by the Higher Education Academy. Additional funding came from NCCPE. The project explored the potential of public-student engagement to enhance the student experience through active community and public engagement activities. The project evaluates existing models of public engagement activities to build capacity in both the University and communities to gain greater benefit from the potential such co-generative relationships can provide. Final report (Lynch et al 2013) at: https://www.heacademy.ac.uk/sites/default/files/resources/leapse_report_final.pdf

4. Identification of training tools

Title of a training tool	Type of training tool (course/ set of lectures/ Powerpoint slides, module description, learning platform etc.; Name of trainers/ authors; Institutional affiliation of authors/ owners/ users. Year of creation; Target group (teachers, faculty members, communities, administrators; guide for teachers/ guide for students/ guide for communities members/ guide for faculty members); Language; Length, duration (number of ours, ECTS, other), size; number of representatives of target group (teachers) participated in the training/ used the tool; website address; Is summary in EN available.
1. Embedding Public Engagement in the Curriculum: A Framework for the Assessment of Student Learning from Public Engagement	The framework is intended for use by staff in any subject or multidisciplinary area that either use or are considering using Public Engagement to enrich student learning. The framework is designed for use at Honours/SEEC level 6, but can be adapted or used flexibly to fit different levels, module or programme outcomes. In addition to developing assessment criteria and learning outcomes the framework may also support: • Curriculum design and assessment methods • Developing policy and practice around graduate attributes • Communicating expectations to students, and supporting self-assessment • Staff understanding of the benefits of embedding Public Engagement in learning and teaching • Auditing and benchmarking existing curricular against public/community engagement aspirations • Making the case for Public Engagement in learning and teaching Authors: Owen, D. and Hill, S. (2011) Published by National Coordinating Centre for Public Engagement (NCCPE - UK). English. Downloadable at: http://www.publicengagement.ac.uk/sites/default/files/publication/assessing_student_learning_from_pe.pdf
2. EDGE self-assessment matrix: students	A self-assessment tool to assess how your institution is currently supporting student involvement, and to plan how you might develop this area. Authors: NCCPE (undated). English. Downloadable at: http://www.publicengagement.ac.uk/sites/default/files/publication/students_edge_tool.pdf

3. Diving Deep in Community Engagement: A Model for Professional Development	Book based on week long training event. A resource to help guide professional development, career advancement, and unit guidance in the civic and community engagement field. Includes a framework of competencies for community engagement professionals. Downloadable personal inventory exercise. Authors: McReynolds, M. And Shields, E. (eds) (2013) Published by Iowa Campus Compact (US). English. Summary available. http://www.iacampuscompact.org/diving-deep-publication.html